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ABSTRACT

This study explores the attitudes of parents of elementary school children towards involvement in various school activities. A sample of 2,083 parents who had at least one child in a public elementary school was selected from a six-state region. Working through both the state and local Parent Teacher Association, project staff distributed a questionnaire asking parents about their attitudes toward involvement, their interests in the various parent involvement roles, their interests in participating in school decisions, and their actual participation in specific parent involvement activities. They were also asked for suggestions to improve parent involvement and questioned about the reasons parent involvement decreases at the high school level. Results suggested that respondents had a generally favorable attitude toward a wide variety of parent involvement activities. Parents expressed a strong interest in participating in school decisions, as well as in supporting school activities and tutoring their own children at home. They reported a moderate level of participation in activities related to home tutoring and support of school events, and a very low level of participation in those activities related to school decision making. (Author/MP)

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FINAL INTERIM REPORT

PARENT INVOLVEMENT IN EDUCATION PROJECT

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
AUSTIN, TEXAS

NIE CONTRACT NO. 400-80-0107

PS013341

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November 30, 1982

Dr. Carter H. Collins
NIE Project Officer
Reading and Language Studies Division
Room 819, Stop #4
National Institute of Education
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Washington, D.C. 20208

Dear Dr. Collins:

Enclosed is the Southwest Educational Development Laboratory's final interim report for the Parent Involvement in Education Project. The report is being forwarded as part of the terms and conditions set forth in NIE Contract No. 400-80-0107, Modification 5. It covers the work period of December 1, 1981 through November 30, 1982.

Should there be a need for additional information please feel free to contact me.

Sincerely,

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Family, School
and Community Studies

jm
Enclosures

xc: Dr. Preston C. Kronkosky
Mr. Arnold W. Kriegel
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Mr. Raymond Wormwood
DFSCS Advisory Board
PIEP Staff

FINAL INTERIM REPORT

PARENT INVOLVEMENT IN EDUCATION PROJECT (PIEP)

DIVISION OF FAMILY, SCHOOL AND COMMUNITY STUDIES (DFSCS)

Staff: Judy Melvin (Administrative Assistant)
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In Compliance with Contract No. 400-80-0107

Funded by: National Institute of Education (NIE)
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Project Period: December 1, 1981 through November 30, 1982

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Austin, Texas

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Austin, Texas

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ABSTRACT

Parent involvement in education has the potential to be an important factor in improving children's academic success. Parents as well as school professionals play an active role in the socialization and education of children. However, attitudinal barriers seem to inhibit school staff and parents working together cooperatively as partners in the public education enterprise. The attitudes of both groups toward parent involvement are seen as an issue which must be addressed before dealing with other issues such as those related to developing communication skills, or those related to planning and implementing parent involvement programs.

Although recent studies have examined issues related to certain types of parent involvement, none have focused on providing systematic data about the attitudes of parents and school personnel toward parent involvement as an abstract concept and toward specific parent involvement activities.

This project was designed to gather information about parent involvement attitudes, as well as current practices, from professional educators and parents. The purpose of the project was then to use this information base to develop a conceptual framework for designing a parent involvement training curriculum for school professionals.

During the first two years of this projected five-year study, project staff gathered information from elementary teachers, principals, and teacher educators in a six-state region regarding parent involvement. In this the third year, information has been gathered from parents with children attending elementary schools.

The sample for this survey consisted of 2083 parents in the SEDL six-state region who had at least one child in a public elementary school.

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The sample was drawn to provide equal representation across urban and rural areas in each state.

Working through both the state and local PTA, project staff distributed a questionnaire which asked parents about their attitudes toward parent involvement, their interest in the various parent involvement roles for parents, their interest in participating in school decisions, and their actual participation in specific parent involvement activities. They were also asked about suggestions to improve parent involvement and were asked to speculate about the reasons why parent involvement decreases at the high school level. Demographic information was also collected for these parents.

Results suggested that parents have a generally favorable attitude toward a wide variety of parent involvement activities. They expressed a strong interest in participating in school decisions, as well as supporting school activities and tutoring their own children at home. They reported a moderate level of participation in activities related to home tutoring and to supporting school events, and a very low level of participation in those activities related to school decision making.

The findings suggest that parent attitudes are not a major barrier to most types of parent involvement. Future research should ask whether the discrepancy between their expressed interest in decision making and their low level of participation in these activities is related to lack of opportunity in the schools or other factors.

Comparison of results from the parent survey with results from the teacher and principal surveys revealed areas of consensus, which may be most conducive to parent involvement efforts, as well as areas of conflict.

A. INTRODUCTION

1. Rationale

Parent involvement in education, both at home and at school, can be an important factor in improving children's academic success and school effectiveness. Parents and other citizens are integral to any community and schools are just as fundamental. Both play an active role in the socialization and education of learners. However, barriers often inhibit school staff and parents from working together more fully and cooperatively as partners in the public education enterprise. These barriers hamper efforts to enhance school effectiveness, stymie attempts to respond to increased criticisms of schools, and undermine the success of students and schools.

The growth of parent involvement efforts took a significant upturn with the inception of such federal programs as Head Start, Title One, and Follow Through. These innovative programs mandated extensive parent involvement and provided guidelines as to how it should occur. With very little prior preparation, school staff and parents/citizens found themselves attempting to share equal roles in children's education. The kinds of cooperation proposed in these programs would eventually serve, it was hoped, as a "flagship" for shared participation efforts by parents and school staff in public education. Unfortunately, however, the remedies required for systemic changes in public schools were far more complex than those these programs' planners had envisioned. Not only did parent involvement fail to flourish as hoped for, but these innovative attempts to bring schools and communities closer together instead tended to highlight

areas of concern between each. In the process, some serious problems in public education came to light. The government's parent involvement efforts revealed many issues which have to be addressed before parent involvement can be widely accepted in the public schools. These issues include (1) the necessity of training for parents and school staff; (2) the importance of defining parent involvement clearly; (3) the need to recognize that all parents and citizens cannot be involved at the same levels; (4) the importance of identifying an acceptable range of parent involvement levels; (5) the need to ease the transition of parents and citizens from roles of mere "bystanders" in the public education to those of active participants; (6) the need to change traditional perceptions of the roles of school staff and parents in children's education; (7) the importance of changing school and school district procedures so that parent involvement could become more integral to the educational process; and (8) the importance of gathering broad based information from key stakeholders (parents, teachers, principals, etc.) as the basis for developing parent involvement in education (Seeley, 1981; Williams and Stallworth, 1981; Gonder, 1981; Gordon, 1977).

In addition to these issues, several other factors have had an impact on the proliferation of parent involvement in public school education. School desegregation, socioeconomic status, changing family structures, joblessness, increased living costs, more working parents and general disenchantment with educational outcomes are some of these. Failure to give consideration to such a broad range of issues has not bode well for improving parent involvement in education.

These issues--which hampered the success of parent involvement not

only in federal programs but also in public education generally--are by no means all-inclusive. Rather, they serve to provide some insights into the complexities which have confronted the expansion of parent involvement efforts. The inability to deal with these issues has blighted the potential for parent involvement to enhance public school education. It threatens the children's learning success and frustrates parents and citizens who expect more of their schools. It antagonizes school staff who, overall, in their attempts to help children learn, seemingly neither value nor understand the importance of sharing responsibility with parents and other citizens. In effect, this ominous development has, in many instances, divided schools from the communities they serve at a time when the survival of public education is at stake.

Serious and complex as they are, the problems encountered by parent involvment educators--however frustrated--continue to seek ways of strengthening relationships in order to cooperatively resolve common problems and accomplish shared goals. Optimism for this to continue is expressed in the contention by Phelps and Arends (1973) that bureaucracies (such as schools) and primary groups (such as families, parents, citizens, etc.) can be both compatible and complementary in the pursuit of educational excellence. In the process, both should be able to retain most of their essential characteristics while also engaging in collaborative action together. This integrative approach to parent involvement should accentuate the understanding that while parents and educators do not always share common or parallel goals, confrontation and negotiation between them are often appropriate as well as useful in building consensus with respect to public school education (Phelps and Arends).

Seeley (1981) states that both educators and parents are guilty of perpetrating and preserving the dichotomy between home and school with respect to children's education and socialization. Educators frequently retreat into their isolated world of professional service delivery, focusing on serving families but not on collaborating with them. Simultaneously, parents avoid the struggle of trying to relate to the schools and, often, withdraw their children from public schools. These reactions do little to improve education through shared responsibility by parents/citizens and educators. Unfortunately, the disengagement between home and school often leads to social alienation and educational failure.

A partnership allowing parents and educators to have joint roles and responsibilities is critical to the future success of public education. Seeley (1981) warns that while this partnership will not be devoid of the tensions and value differences inevitable to human relationships, it will provide a better framework for dealing with these variables. Changes necessary for establishing this vital partnership involve, of course, more open, two-way communication between schools and the communities they serve. More generally, they require major alterations in how the business of education is conducted. Should these changes occur, parent involvement could span all levels of educational enterprise to become an active, sustained, intelligent, and responsible process leading to more school effectiveness and student success.

One of the more noticeable gaps in the parent involvement literature is the lack of systematic data about the attitudes of key stakeholders toward the various aspects of parent involvement. A constant emphasis in education today is that educational activities and learning experiences

be based upon the needs of students. This implies that educators must first determine those needs and then design experiences to meet them. Likewise, would not some systematic effort to gather information from key stakeholders (e.g., parents, teachers, principals, teacher educators, and other educators or officials) be useful as a base for determining how to improve the success of parent involvement in public schools?

There appears to be a dearth of such information. This project chose to help remedy that lack by surveying important stakeholders and using the results to develop a data resource to serve as the underpinning of parent involvement initiatives. The purpose of this project has been to develop, using this data, a comprehensive base of information about stakeholders' attitudes and practices regarding parent involvement which could serve as the framework in preparing guidelines and strategies for training elementary school teachers, administrators and parents to share roles in the educational process both at home and in school. Such training, based on these data, would be responsive to stakeholder perceptions, concerns, and needs.

During the first two years of this projected five-year study, project staff have gathered information from elementary teachers, principals, and teacher educators in a six-state region regarding parent involvement. In this the third year, information has been gathered from parents with children attending elementary schools. The data from this year have been analyzed and the results will be compared to data from stakeholders previously surveyed. This report focuses mainly on the results and implications of data gathered from parents.

2. Summative Literature Review

Parent involvement has been part of public school education for many years. Parents traditionally have had a role in preparing children for school and in continuing to help once schooling had begun. For the most part, their involvement has been perceived as something tangential rather than integral to children's education. As a result, parent involvement is perceived mainly in terms of school program support. This ignores, overall, the importance of parent involvement in successful home learning, school learning, and school governance.

Recent national developments have had a major impact on society in general and on public education in particular. We are facing some serious problems: inflation, unemployment, re-examination of morals and values, personal stress, increased drug/alcohol abuse and misuse, and high crime rates. These social problems have trickled down to contribute to increased problems for our public schools. Perhaps the most significant of these problems is the failure of schools to be more in touch with the communities where they are located. Educators, and parents and other citizens, rather than forming the alliances needed to deal with educational issues confronting them, too often are busy blaming each other for public educations' shortcomings and jousting for more control of schools. These efforts usually render schools less effective and students less successful; they also place parents and educators at odds rather than in a shared partnership.

This divisiveness and its attendant problems have made parent involvement a major subject of discussion among those concerned about improving public education (Seeley, 1981; Davies, 1981; Steinberg, 1979;

Secretary Bell, Comer, 1980; Gallup Polls of Public Attitudes Toward Public Schools, 1977-1982; and others). Concerns about loss of funds to support education, increased discipline problems, decreased student literacy and basic skills, equality in education, declining test scores, and increasing student dropouts have become the main foci of these discussions.

With mutual cooperation, shared responsibilities, different levels of participation and a partnership approach, the potential of parent involvement to improve education is unlimited. First though, we need better training for educators and parent/citizens, systemic changes in education at all levels, and attainable and measurable goals. Given the scope of these requirements, it is hardly surprising that numerous theories about parent involvement have been offered, extensive research conducted, and a wide range of programs developed. Findings and outcomes seem to suggest that parent involvement can occur in two main educative environments: the home and the school. The following discussion touches briefly upon parent involvement within each of these environments.

The involvement of parents in education has been construed in many different ways. Here it is perceived as being all the ways in which parents (and other citizens) integrate their efforts with those of educators to provide children with the best possible learning environments and experiences. When these two groups combine their efforts, schools/homes can become more effective in educating children successfully.

a. Parent Involvement at Home

It is widely recognized today that children can and do learn much at home both before entering public school and during their tenure there. Such prominent experts as Ira Gordon, Hope Leichter, Dorothy Rich,

Bettye Caldwell, Urie Bronfenbrenner, Pat Olmstead, Jose Cardenas, and Robert Hess have documented the importance of children's early or home learning. Further, they have recognized parents as children's first--and perhaps most important--teachers. These experts' work clearly supports the concept that children's early learning (before formal public schooling) serves as an important precursor to later learning success. Parent involvement in these early home learning experiences thus has been shown to be crucial to children's growth and development.

Most of these experts (Gordon, Comer, Leichter, Bronfenbrenner, Schaefer, Love, etc.) agree that all homes and families cannot and do not provide children with the same kinds of early educational experiences. Further, we know that parents' involvement in these experiences are affected by such factors as home/family values, parent teaching skills, socioeconomic status, financial resources, time, educational background and home environment. Breakdowns, in terms of capabilities to provide a broad range of early learning experiences, occur across all types of families--though they may be more intensified for some than others. This poses problems with respect to how to involve more parents, given individual circumstances, in children's home learning (e.g., reading to children, taking educational trips, etc.). One means of resolving these problems is to obtain information from parents about their possible involvement in children's education, while bearing in mind the constraints on their participation.

Available information indicates that continuing such involvement at home can result in school success (i.e., better school performance). The work of Dobson and Dobson (1975), Henderson (1981), Comer (1980), Lazaar

(1980), and Seeley (1981), among others, conclusively show a direct relationship between parent involvement at home and success at school. Children with involved parents at home also enjoy better overall growth and development. These findings serve to further illustrate the importance of continued parent involvement in children's education at home even after they begin formal public schooling. However, such involvement is often hampered by the lack of a cooperative relationship between home and school. Such a relationship involves mutual respect, consideration, and understanding of the importance of both home and school's importance in the learning process. In order to develop parent involvement programs which meet the needs of parents and those of educators as well, the concerns of each group must be identified.

b. Parent Involvement at School

Children's learning experiences at school are as valuable as those received at home. School learning tends to be more formal and more sophisticated in its approach. Here students are allowed to build upon home learning experiences, acquire more complex knowledge and skills, and apply these to their school tasks and home or community lives. Many educators view the responsibility for school learning as solely their domain and that support from parents and the community was important but their participation in education was otherwise unnecessary. Parent involvement in school learning usually has been restricted to activities of which educators want no part (Williams, 1981; Stallworth, 1981; Dobson and Dobson, 1975). However, parent involvement in children's education at school should extend to all levels of the school's program given parents' indicated interests and capabilities. For if it is believed that schools

are there to benefit the community, then who knows the community better than parents/citizens who live therein (Pelligrino, 1973)?

That parents and other citizens have valuable contributions to make to children's learning in school has too often been discounted by traditional approaches to parent involvement at school (Dobson and Dobson, 1975). Now, it seems parent involvement in school learning and other affairs may be coming full cycle. Educators are beginning to see that if teachers are linked to parents by children, the triangle must be completed (i.e., parents linked to teachers and schools) if education in our pluralistic society is to succeed. Therefore, educators must find new and/or different methods for actively enlisting parent involvement in home and school learning.

In broad terms, parent involvement in children's school learning tends to increase academic achievement; reinforce the importance of education; narrow the gaps between educators' and parents' goals for schools; give parents keener insights into their children's learning; and allow parents to see how schools operate (Blankenship, 1954; Davies, 1980; Fantini, 1980; Henderson, 1981). This kind of involvement can give children an increased sense of their own destiny and a greater sense of self-worth--both keys to successful learning. It can allow schools to become flourishing sources of education in communities and, in turn, reduce failures and ineffectiveness. Finally, it brings the home up on more equal footing with schools in the educational process. Cooperative efforts and reciprocal responsibilities characterize this vital involvement on the part of parents.

c. Parent Involvement in Support of Schools

Supporting the school program is, perhaps, the most popular form of

parent participation in education. Historically, parents have provided support--through donations, contributions, volunteering, etc.--for the school's educational endeavors. Commonly they bake goods, make or buy special clothing, attend special events, assist with some instructional and non-instructional activities in the classroom, chaperone trips, organize parties or "sales," and serve in the lunchroom, nurse's office, playground, library, etc. These contributions have been very useful to schools' education programs and to their staffs.

Most parent involvement experts acknowledge that this type of parent support also is important to children's academic success (Della-Dora, 1979; Gordon, 1970; Rich, 1978; Hobson, 1975; Kifer, Fritch, 1981, etc.). Conversely, they express real concern about many educators' tendency to see it as the maximum possible level of parents' participation. Educators' narrow perspectives tend to down play the real potential of parents to help both in children's education at home and in matters of school governance. As a result, parents and other citizens desiring broader involvement in the education process become frustrated and alienated.

More seriously, educators' arbitrary limit on parent involvement leads to increased criticism of the schools--and disillusionment about their effectiveness. Parents feel unimportant and devalued; they sense that they can only go so far toward helping children learn and that the rest is better left to professionals. Schools attempting to control the participation of parents and citizens invariably become less effective and fail to command the respect and resources necessary for growth and improvement. To avoid these pitfalls, it might be helpful if schools expanded opportunities for parent involv ment and ask parents themselves

how to go about it.

Parents can and will continue to support school activities. However, they increasingly will not limit themselves to these tangential roles. Educators, to become much more sensitive to parents' emerging feelings, will need information and training in order to expand parents' involvement.

d. Parent Involvement in School Governance

Parent involvement, as discussed thus far, implies a partnership between educators and parents. The assumption underlying this partnership is that everyone affected by school decisions has a right and a responsibility to help make these decisions. Traditionally, school decision making with respect to governance matters has rested solely with educators. An educational partnership with parents requires that educators change their attitudes. Parents/citizens are now rejecting the "old, assigned" involvement roles, and instead are increasingly becoming interested in a more active voice in school (Steinberg, 1979; Rioux, 1980; Hubbell, 1979; Davies, 1981). Parents want to stop being mere bystanders and become active in areas of decision making.

Fantini, Seeley, Dobson, Comer, Abbott, Gordon, Rioux, Alden, and other experts emphasize that parent involvement in school governance is essential to creating a partnership between educators and parents/citizens. But bringing about shared decision making in education will not be an easy task. As these experts indicate, while educators are increasingly concerned about their current relationships with parents and communities, not enough is being done to improve the situation. Many parents are frustrated in their attempts to help influence school decisions. To them, education is confusing and complex--"big business" fraught with impersonal

barriers and bureaucratic procedures. As such, they cannot understand education jargon; they lack real interaction with educators and feel unable to get the information they desire or require.

Parents are attempting through their own efforts to reduce these frustrations. Increasingly, the media bombards them with information about how schools could or should be. When their children's schools fail to measure up, they often exercise economic/political muscle with "no" votes for school budgets and bond levies. This may be a hint about parent dissatisfaction as citizens with no children in school are also reacting negatively to increased educational spending. But while these efforts offer some immediate relief for frustrations, they do little to help create the school/community partnership necessary for resolving the schools' problems. Again, if public schools hope to regain the credibility once automatically assigned to them by the public, this partnership must be forged.

3. Statement of the Problem

The range of issues covered in the parent involvement literature includes parent involvement in general; the need for more parent involvement; parent involvement in children's education at home and in school; parent involvement in school governance; and the ways in which parent involvement can lead to broad citizen involvement throughout the community. Extensive as it is, this body of literature contains little information regarding the collective viewpoints of parent involvement's key stakeholders (e.g., parents, teachers, students, administrators, and teacher educators). The lack is most notable with respect to perspectives of parents.

Even where stakeholder information exists, few attempts have been made to synthesize the implications of each group's perceptions. Further, only scattered efforts compare findings among these stakeholders. Teacher/administrator training, parent training and program development are three of the key areas where such information could be useful.

The purposes of this study were (1) to seek information about parent involvement from parents of elementary school children; and (2) to add these findings to the base of stakeholder data as a basis for developing guidelines and strategies for training parents and educators and for initiating more effective parent involvement programs. In order to help assure that these guidelines and strategies are developed with a sensitivity to the needs and concerns of parents, this research effort asked participants about the importance of parent involvement; the kinds of school decisions they wanted to help make; the various roles they were interested in playing; and the extent to which they now participate in selected activities. Respondents also were asked how well certain suggestions would work to improve parent involvement as well as how much they agreed with reasons why parents become less involved at the secondary school level. Parents also were asked to provide specific demographic information, which we used to describe the respondent sample.

4. Goals and Objectives

a. The overall goal for this study is as follows:

. To develop a comprehensive base of information which reflects the consensus of the nature of parent involvement from teacher educators, teachers, principals, parents, school district administrators and state department of education officials.

This base can be used in preparing specific guidelines and strategies for training parents and educators, as well as for planning parent involvement programs.

b. The major objectives for this phase of our research are as follows:

- To determine parents' attitudes toward various aspects of parent involvement.
- To determine parents' perceptions regarding specific suggestions about ways parent involvement might be improved in schools.
- To compare the perspectives of parents to those of principals and teachers gathered in previous surveys.
- To identify areas of consensus between parents and educators.
- To offer recommendations regarding guidelines and strategies for parent involvement training and program development.

5. Research Questions

The following research questions were posed for this study as a way to guide the research and obtain the necessary information regarding parents' involvement in the educational process:

- What are the attitudes of parents regarding the general importance of parent involvement?
- At what levels of decision making do parents want to be involved?
- What specific parent involvement roles do parents prefer?
- How involved are parents in various home, school and community educational activities?
- What suggestions do parents think are viable for improving their involvement in education?

. What major reasons cause parents to become less involved at the high school level?

. How do the responses of parents attending PTA meetings compare with those not involved in PTA?

6. Definition of Terms

a. PTA Parents - those persons having children in public elementary schools, who attend PTA meetings and who agreed to complete the survey.

b. Non-PTA Parents - those persons identified or indicating that they have children in public elementary schools but are not active in or belong to the PTA.

c. Stakeholders - groups of people who potentially have an interest in implementing parent involvement, e.g., elementary teachers, principals, university staff, parents, school superitendents, school board presidents, and state department of education officials.

d. Parent Involvement - all activities which allow parents and/or other citizens to participate and become partners in the education process at home and in school; it includes mutual information exchange, shared decision making, supporting the school, home tutoring/teaching, and advocacy or other collaborative efforts which enhance children's learning and success.

B. METHODOLOGY

1. Description of Subjects

The subject sample for this survey consisted of parents in the SEDL six-state region who had at least one child in a public elementary school. The six states are Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma and Texas. Local sites in each state were selected in a predetermined manner. First, parent subjects were drawn from each of the four (4) large size cities (population = 500,000+) in the SEDL region (New Orleans, Houston, Dallas and San Antonio). Second, additional parent subjects were drawn from all 13 of the medium size cities (population = 150,000-499,999) in the region (Little Rock, Arkansas; Baton Rouge and Shreveport, Louisiana; Jackson, Mississippi; Albuquerque, New Mexico; Tulsa and Oklahoma City, Oklahoma; and El Paso, Fort Worth, Austin, Corpus Christi, Lubbock and Arlington, Texas).

Finally, from the entire population of 138 small size cities (i.e., population = 15,000-50,000) in the region, 56 were randomly selected as sites (see Appendix A) for parent subjects. Stated another way, the subjects were drawn so that there would be equal representation across urban and rural areas in each state. Table 1 presents a breakdown of the projected and actual subject sample breakdown by state.

Differences in the number of subjects and sites in the projected/actual columns of Table 1 were due to recommendations of state and local PTA site liaisons who worked with project staff in the final site selection process.

TABLE 1: SUBJECT SAMPLE BREAKDOWN

STATE	CITY SIZE (Projected)*	NUMBER OF SUBJECTS (Projected)	CITY SIZE (Actual)	NUMBER OF SUBJECTS (Actual)
AR	Large - 0			
	Medium - 1	110	1	110
	Small - 5	125 (25 each)	4	100 (25 each)
LA	Large - 1	350	1	350
	Medium - 2	220 (110 each)	2	220 (110 each)
	Small - 5	125 (25 each)	3	75 (25 each)
MS	Large - 0			
	Medium - 1	110	1	110
	Small - 7	175 (25 each)	7	175 (25 each)
NM	Large - 0			
	Medium - 1	110	1	110
	Small - 6	150 (25 each)	8	200 (25 each)
OK	Large - 0			
	Medium - 2	220 (110 each)	2	220 (110 each)
	Small - 7	175 (25 each)	7	175 (25 each)
TX	Large - 3	1050 (350 each)	3	1050 (350 each)
	Medium - 6	660 (110 each)	6	660 (110 each)
	Small -25	625 (25 each)	26	650 (25 each)
TOTALS	72	4,205	72	4,205

*See Appendix B for listing of projected sites (cities).
**See Appendix A for listing of actual sites (cities).

A summary of the subject sample is presented in Table 2.

TABLE 2: SUMMARY OF ACTUAL SUBJECT SAMPLE

CITY SIZE	NO. OF CITIES	NO. OF PARENTS EACH	TOTALS
Large	4	350	1,400
Medium	13	110	1,430
Small	55	25	1,375
			4,205

The sampling process, though carefully planned, was complicated by several factors. First, project staff were unable to get an accurate listing of parents with children of elementary age in the six states. Even if such information had been obtained, we doubted that a mailed survey would generate a reasonable response rate; our experience indicated that parents, typically, do not respond to surveys from organizations which are unknown to them. More about the selection process is discussed later in this section.

Second, the decision to work with state and local PTAs to collect data from parents introduced the possibility of bias in the sample. Rather than being a strictly random sample of parents, our sample consisted of parents with elementary school age children who were members of the PTA. These parents were expected to be more favorably disposed toward public school efforts and define parent involvement more in the more traditional sense (i.e., school support) than in terms of contemporary approaches (e.g., shared governance).

To estimate the effect of this bias, a telephone survey was conducted with parents who had children in public elementary schools, but who were neither members of the PTA nor active in schools. A total of 100 parents were selected for the telephone survey. Approximately 37 were from outside the Austin area; the remaining 63 subjects were in Austin. Those from outside Austin were selected by using the telephone street guide directory to call parents in areas near four elementary schools. Further discussion of the process is presented later in this section.

Third, the project decided to concentrate the bulk of the telephone survey in the Austin area as a means of first determining if there might be

response differences between PTA and non-PTA subjects regarding parent involvement. This comparison was designed to help in interpreting responses to the written survey and in estimating their generalizability. The comparisons of the responses are presented in the Results Section.

Fourth, subjects participating in the written questionnaire effort regarding parent involvement were those attending a local PTA meeting. The project chose not to send questionnaires home for fear that many would not be returned. A pretesting of this strategy indicates that it was more effective, with respect to returns than was a mass mail-out of questionnaires to parents.

Fifth, we had no clear method of determining the total population of parents with children in public elementary school within each state and we were unable to generate a listing for such parents; thus, it was impossible to select a random sample. As a result, the generalizability of findings may be limited to subject groups similar to the one in this sample.

For purposes of this study, then, our two subject groups can be described specifically as follows:

- PTA Subjects - those parents having children attending elementary school who are members of the PTA, who attend a PTA meeting and who agreed to complete the questionnaire.
- Non-PTA Subjects - those parents who are not members of the PTA, not actively involved in their children's schools and who agreed to be surveyed by telephone.

Table 3 presents a description of the PTA subjects (parents) participating in the written survey for each state with respect to size of subject sample, number of questionnaires returned, and the return percentages. Table 4 provides a similar description of the non-PTA subject sample.

TABLE 3: BREAKDOWN OF PTA SURVEY PARENTS BY STATE ACCORDING TO SAMPLE SIZE, NUMBER OF RETURNS AND RETURN PERCENTAGE

STATE	SAMPLE SIZE	NUMBER OF RETURNS	RETURN %
AR	300	111	37%
LA	745	252	34%
MS	335	196	59%
NM	390	221	57%
OK	450	153	34%
TX	2,600	1,150	44%

Table 4 describes the non-PTA subject group taking part in the telephone survey by state, size and participation percentages.

TABLE 4: BREAKDOWN OF NON-PTA SURVEY PARENTS BY STATE ACCORDING TO STATE, SIZE AND PERCENTAGE

STATE	NO. CONTACTED/ REFERRED	NUMBER PARTICIPATING	PERCENT PARTICIPATING	TOTAL %
AR	25	6	24%	6%
LA	19	0	0	0
MS	21	8	38.1%	8%
NM	37	12	32.7%	12%
OK	18	5	28%	5%
TX	153	69	45.3%	69%

2. Description of Instrument

The Parent Involvement Questionnaire (PIQ), Editions Four and Five, were used as the data gathering instruments for the written and telephone survey, respectively. Both instruments were revisions of questionnaires used previously in project surveys of teacher educators, teachers and principals. We obtained and used suggestions regarding content and format from state and local PTA representatives, NIE Project Staff, and several professionals with expertise in parent involvement.

Edition Four of the questionnaire, designed to gather information from PTA subjects, had seven parts. Part I contained 18 general parent involvement statements; respondents indicated the extent to which they agreed with each. Part II listed 15 parent involvement decisions and asked respondents to indicate their level of interest in being involved with them. Part III described seven parent involvement roles; respondents had to indicate their level of interest in playing each role.

Part IV contained 24 parent involvement activities and asked respondents to specify how much they participate in such events. Ten suggestions for improving parent involvement were offered in Part V, which gave respondents the opportunity to predict how well each would work toward increasing parent involvement in schools. Part VI listed 10 reasons why parents become less involved in children's education at the high school level; respondents were asked to indicate the extent of their agreement with these reasons. Part VII was made up of 15 demographic items and asked respondents to check the appropriate answer for each item.

For Parts I and VI a four-point response scale was provided. It ranged from 1-Strongly Disagree to 4-Strongly Agree. In Parts II, III,

IV and V, a five-point response scale was used (See Appendix C for the actual response scale descriptions).

PIQ-Edition Four was pretested with 80 parents of elementary school children in the Austin area. Upon their return (n = 50), the responses were coded, computer analyzed and examined by project staff. Project staff used response pattern data to eliminate ambiguous and redundant items. This elimination helped to shorten the questionnaire while allowing retention of key items to ensure that parent responses could be compared to those gathered previously from teacher educators, teachers and principals.

After these revisions, the questionnaire was printed in sufficient quantities for mailing. A cover letter was written and placed at the beginning of the instrument. To allow for easier identification and monitoring of returns, the questionnaires were printed on a different color of paper for each state.

The telephone survey instrument (PIQ-Edition Five) was a shortened version of Edition Four. A consultant was hired to further develop and supervise the telephone survey and prepare a script for the interviewers to use. The written questionnaire (PIQ-Edition Four) was modified in two ways for the telephone effort; first, the response choices for interest in helping to make school decisions were reduced from 5 to 2; second, demographic items were narrowed from 15 to 10.

A pretest of the telephone survey instrument was conducted with 10 parents in the Austin area. No revisions were deemed necessary and the approximate time for completing each telephone survey was established as 20 minutes or less. Five interviewers were selected and trained for this data gathering activity. It was decided that calls be made either between 5:30 and 9:30 on weekdays or between 10:00 and 5:00 on weekends.

With names of non-active parents provided by PTA liaison persons in the six states, interviewers were able to complete 37 telephone surveys. Although more than 200 names of potential respondents were sent to us, only those 37 proved to be eligible and willing to participate. Many of those contacted were ineligible because they either had no children in elementary school, were members of the PTA, or had no children at all; others were not willing to participate in the survey due to time constraints, general disinterest, or did not like telephone data gathering. As a result, the project decided to focus the second phase of this effort in the Austin area.

Four elementary schools--one each in the north, south, east, and west sections of Austin--were identified; this provided reasonable assurance of tri-ethnic participation. Then streets in a 4-6 block radius of each school were identified. Using the Austin telephone street guide directory, approximately 25-30 calls were made in each school area with a goal of completing 63 additional successful phone surveys. These, plus the 37 telephone surveys previously completed, would total 100 and satisfy the revised project goal.

3. Data Collection

Working through state PTA presidents and local PTA officers, project staff identified a contact person at each of the 72 sites selected. After two telephone conversations explaining both the survey's purpose and a proposed process of gathering the questionnaire data, a follow-up letter was sent to each site liaison person. This correspondence confirmed their understanding of the survey process and their commitment to help complete it. The letter also named a project staff member to contact in case of a

need for more information or assistance.

Each site person indicated a date when questionnaires could be completed by parents and returned to SEDL. In turn, we asked each to follow a set of specific procedures. We stipulated that instruments should be filled out at a regularly scheduled PTA meeting and that the data gathering activity be made part of the meeting's agenda. Project staff emphasized that principals be informed of the survey and told of project endorsement and support; where necessary, principal approval was to be obtained. Parents and principals were also to be told who was conducting the survey and why. Prior to passing out the instruments, a liaison person would briefly inform parents that the survey was endorsed by national, state and local PTAs. It was hoped this would help stimulate parents' interest and participation in the data gathering activity.

Questionnaire packets were mailed to arrive at least 2-4 days before their administration. Random telephone calls were made to site liaison persons to confirm receipt of the packets. Included in the packets were (1) a self-addressed, postage paid return envelope; (2) a letter summarizing the instrumentation process; (3) the number of questionnaires to be completed; (4) extra instruments (5-10) in case problems occurred or more were needed; and (5) a form to list names of potential non-active parents who might be contacted in the non-PTA telephone survey.

Each liaison person was responsible for ensuring, based upon her or his local population the appropriate respondent gender, SES and racial mix. After being completed by parents at the meeting, questionnaires were to be collected and placed in the return envelopes for mailing to SEDL. It was projected that all questionnaires would be returned to the project no later

than June 15, 1982. In each case of delayed returns, a call was made to determine the cause. When indicated, additional survey packets were mailed.

In spite of this systematic planning and the precautions taken, the data collection effort experienced several problems. First, several packets never arrived, and liaison people informed project staff too late for follow-up sets to be mailed and administered at scheduled PTA meetings. Second, despite site liaison assurance that a PTA meeting was available for each questionnaire administration, some instruments were not completed either because meetings were cancelled or because the agenda became too full for the survey to be included. Third, the large size city survey effort could not be as well controlled as the small and medium city size efforts. In large size cities, the responsibility for the survey was delegated to persons at each school. These individuals were insufficiently familiar with the survey procedures and failed to carry them out as discussed and detailed. As a result, the urban parents often resisted filling out the questionnaire as they were improperly informed about its purpose, importance and method of administration. Fourth, in several instances questionnaires were simply placed on tables at the entrance of meeting rooms with no directions to parents. At one site, failure to inform the principal, as previously specified by project staff, resulted in the principal's refusal to allow parent participation in the survey. Fifth, in some cases the delegated school PTA person forgot to bring the questionnaires to the last PTA meeting; thus, there were no other opportunities to gather the information from parents.

Sixth, one site liaison person entered a race for public office and neither passed the responsibility on to another person nor informed the project of the problem. Seventh, at several other sites, the initial site liaison person could not be reached after the survey packet was mailed and its receipt verified, and this person failed to respond to repeated follow-up written and telephone inquiries from project staff. Eighth, the contact person at one site unexpectedly became seriously ill and was unable to assign responsibility for the survey to someone else; once the liaison recovered, it was too late to gather the information from parents.

Although project staff had been assured that a back-up person was available in case the initial contact person could not conduct the survey, these backups failed to materialize when needed. In most sites where the data gathering effort was unsuccessful, project staff had been continually informed during follow-up calls that no problems existed and that the survey would be completed. Only at the last minute or past the deadline for pursuing alternative possibilities were project staff informed of problems.

While project staff had assumed that there would be some problems gathering the data at the sites, we could not possibly portend the kinds of situations which arose; nor could all of them been prevented. A total of 4,820 potential questionnaires were sent to sites. Of that subject group, a total of 2,083 (43.2%) completed usable instruments.

Data collection for the telephone survey proceeded with only minimal problems (as mentioned in the instrumentation discussed). Completed interviews averaged 13.2 minutes each (100 interviews x 1,320 total minutes) with the longest being 35 minutes and the shortest six minutes. The survey

took about two weeks, from June 15 to June 29, 1982. The completed questionnaires were reviewed and coded by the temporary staff person who supervised the survey.

A few problems did arise during the telephone survey. Many of the inactive, non-PTA parents whose names were provided by local site persons could not be contacted. Some had only a first initial and last name; others had full names but no addresses; and still others had incorrect or unlisted telephone numbers. Some sites either forgot to include the names of non-active parents or indicated that they were prohibited from providing such information. Although initial conversations by project staff with each local site person had revealed that the non-active parent information could and would be provided, these kinds of problems arose once the survey began.

As a result, the project had to reduce the telephone survey subject sample size from a targeted 300 to 100. Our telephone survey consultant, Ann Williams, stated that unless significant differences were found in the response patterns of PTA and non-PTA subjects, the sample of 100 would suffice--even given that 67% of the telephone survey subjects were from the Austin area. A total of 273 potential subjects were either referred or contacted concerning participation in the telephone survey. Of those, 100 (38.9%) took part.

Once the survey of 100 subjects was completed, the instruments were then given to project staff for data analysis. A discussion of the data analysis procedures is presented in the next section.

4. Data Analysis

The data from 2,083 PTA parents were first analyzed to (1) generate an overall picture of responses to the survey, (2) obtain a composite description of respondent characteristics, and (3) plan for subsequent or secondary analyses. The first analysis generated descriptive statistics for all items on the survey questionnaire. The distribution of responses and a description of central tendency were described by the range of responses, the frequency of different responses, the mean response and the standard deviation. Missing data were not included in the calculations of central tendency.

Since the PTA parents were respondents who agreed to complete the survey questionnaire at PTA meetings, they admittedly represent a somewhat distinct segment of all parents with school children. In an effort to determine whether there might be systematic differences between the responses of these PTA parents and the responses of other parents, project staff conducted a telephone survey of non-PTA parents for comparison. In general, the responses of parents from both groups were quite similar; any differences between the groups will be discussed in each section of the results.

The first analyses provided an overall picture of PTA parents' responses to the survey, a composite description of respondent characteristics, and information on which to base subsequent analyses. Tables have been prepared to show the mean ratings for items in each section of the survey questionnaire. A summary of the characteristics of the parents responding to this survey was also prepared.

The mean ratings were used to rank the items in each section of the survey in order to identify those items receiving the strongest positive or negative ratings; tables were prepared to show those items. Comparisons between the mean ratings of PTA and non-PTA parents identified specific differences in their parent involvement attitudes or activities.

To examine disagreement on specific items within the group of PTA parents, responses to all items were broken out by certain demographic variables in order to determine whether the response variation might be systematically related to a factor like ethnic background or marital status.

Finally, a factor analysis of items in each part of the survey was performed to examine underlying patterns of response within sections of the survey.

Tables were prepared to present the findings which resulted from each of these analyses. A discussion of the results and a presentation of related tables are provided in the next section.

C. RESULTS

Results of this survey are presented in the following sequence. First, the respondent characteristics are presented as a context for looking at item responses. Then, descriptive statistics detail responses to items in each part of the questionnaire, starting with Part I and going through Part VI. The responses of PTA and non-PTA parents are compared to find possible differences in attitudes toward parent involvement or reported practices. Tables are provided to show the results of these analyses. Results of the breakdown of item responses by demographic variables are then discussed. Finally, a brief discussion is presented

regarding the results of the factor analysis of items in each part of the survey.

1. Characteristics of Respondents

Of the 2,035 PTA parents responding to the demographic items, 85.0% were female and 12.7% were male. Approximately 72.7% of respondents described themselves as Anglo, 11.6% as Black and 10.9% as Hispanic. Single parents made up approximately 8.7% of those responding, with 88.4% describing themselves as married with spouse living at home. Their ages ranged from less than 20 years to over 50, with 59.2% indicating they were between 30 and 39.

Respondents indicated having a range of 1 to 7+ children, 58% had either 1 or 2, and another 32.5% had either 3 or 4. Of the 2,033 parents responding to this item, 143 (6.8%) indicated they had more than 4 children. With regard to children's ages, 60.3% of the parents had children in grades K - 3, 52.8% had children in grades 4-6 and another 37.5% had children in grades 7-12.

In terms of educational level, 28.5% of the responding parents indicated they had completed high school, while an additional 31% had some college education, 19.4% had completed college and 11.6% reported having a graduate degree. Frequencies and percentages of PTA parents' responses to demographic items are presented in Table 5.

Over half of the PTA parents were from Texas (55.2%), 12.1% from Louisiana, 10.6% from New Mexico, 9.4% from Mississippi, 7.3% from Oklahoma, and 5.3% from Arkansas. Of the 2,083 respondents, 1,102 (or 52.9%) indicated they lived in small cities (population less than 50,000), 32.6% lived in medium-size cities (population between 100,000 and 500,000)

TABLE 5: CHARACTERISTICS OF RESPONDING PARENTS
(n = 2,083)

Demographic Item	Frequency	Percent
1. Gender (n = 2,035)*		
a. Female	1,771	85.0
b. Male	264	12.7
2. Age (n = 1,970)*		
a. Less than 20	3	1
b. 20-29	251	12.0
c. 30-39	1,234	59.2
d. 40-49	400	19.2
e. 50 or more	82	3.9
3. Number of Children in Family (n = 2,033)*		
a. 1-2	1,209	58.0
b. 3-4	677	32.5
c. 5-6	110	5.3
d. 7 or more	33	1.5
4. Grade Level of Children		
a. Prekindergarten	437	20.9**
b. Kindergarten - 3	1,256	60.3
c. 4-6	1,099	52.8
d. 7-12	782	37.5
e. Beyond High School	275	13.2
5. Marital Status (n = 2,023)		
a. Single Parent	181	8.7*
b. Married (with spouse living at home)	1,842	88.4
6. Highest Level of Education Completed (n = 2,035)*		
a. Elementary School	21	1
b. Some High School	130	6.2
c. Finished High School	594	28.5
d. Some College	645	31.0
e. Finished College	404	19.4
f. Graduate Degree	241	11.6

*N for this item less than 2,083 as some respondents did not answer.

**Totals exceed 100% as respondents marked more than one response category.

Table 5 (Continued)

Demographic Item	Frequency	Percent
7. Ethnicity (n = 2,011)*		
a. Black	242	11.6
b. Hispanic	227	10.9
c. Anglo	1,515	72.7
d. Asian	10	.5
e. American Indian	17	.8
8. Amount of Time Working Outside Home (n = 2,031)*		
a. Full-Time	715	34.3
b. Part-Time	546	26.2
c. Not at All	770	37.0
9. Amount of Time Spouse Works Outside Home (n = 1,890*		
a. Full-Time	1,657	79.5
b. Part-Time	102	4.9
c. Not at All	131	6.3
10. PTA Member (n = 2,036)*		
a. Yes	1,837	88.2
b. No	199	9.6
11. Ever a PTA Officer (n = 2,038)*		
a. Yes	1,110	53.3
b. No	928	44.6
12. Ever a School Board Member (n = 2,022)*		
a. Yes	124	6.0
b. No	1,898	91.1
13. School Teacher (n = 2,017)*		
a. Yes	237	11.4
b. No	1,780	85.5
14. School Principal (n = 1,994)*		
a. Yes	22	1.1
b. No	1,972	94.7

and 14.5% lived in large cities (population over 500,000).

Of the 99 non-PTA parents responding to the demographic items, 78.0% were female and 21.0% were male. Approximately 64.0% of respondents described themselves as Anglo, 18.0% as Black and 10.0% as Hispanic. Single parents made up approximately 20.0% of those responding, with 79.0% describing themselves as married with spouse living at home. Their ages ranged from 20 years old to over 50, with 56% indicating they were between the ages of 30 and 39.

Respondents reported having a range of 1 to 7+ children, with 52% indicating they had either 1 or 2 and another 42% indicating they had either 3 or 4. Of the 98 parents responding to this item, 4 indicated they had more than 4 children. As for the children's ages, 49% of the non-PTA parents had children in grades K - 3, 72% had children in grades 4-6 and another 41% had children in grades 7-12.

In terms of educational level, 82 of the non-PTA parents indicated they had completed high school, and of this group, 33 indicated they had some college education, 13 said they had completed college and 11 reported having a graduate degree. Frequencies and percentages of non-PTA parents' responses to demographic items are presented in Table 6.

Comparison of PTA and non-PTA parent characteristics revealed many similarities. Both groups were predominantly white, married and living with spouse, over half had either one or two children, over two-thirds had a spouse working full time, and reported their educational level as being between finishing high school and finishing college.

The groups differed in that the non-PTA group contained a somewhat larger percentage of males, of blacks, of single parents, and of people who

TABLE 6: CHARACTERISTICS OF NON-PTA PARENT PARTICIPANTS
(n = 100)

Demographic Item	Frequency	Percent
1. Gender		
a. Female	78	78%
b. Male	21	21%
2. Age		
a. Less than 20	-	-
b. 20-29	21	21%
c. 30-39	56	56%
d. 40-49	19	19%
e. 50 or more	2	2%
3. Number of Children in Family		
a. 1-2	52	52%
b. 3-4	42	42%
c. 5--6	2	2%
d. 7 or more	2	2%
4. Grade Level of Children		
a. Prekindergarten	34	34%*
b. Kindergarten-3	49	49%*
c. 4-6	72	72%*
d. 7-12	41	41%*
e. Beyond High School	11	11%*
5. Marital Status		
a. Single Parent	20	20%
b. Married (with spouse living at home)	79	79%
6. Highest Level of Education Completed		
a. Elementary School	3	3%
b. Some High School	13	13%
c. Finished High School	25	25%
d. Some College	33	33%
e. Finished College	13	13%
f. Graduate Degree	11	11%

*More than one item checked.

Table 6 Continued

Demographic Item	Frequency	Percent
7. Ethnicity		
a. Black	18	18%
b. Hispanic	10	10%
c. Anglo	64	64%
d. Asian	1	1%
e. American Indian	1	1%
8. Amount of Time Working Outside Home		
a. Full-Time	53	53%
b. Part-Time	12	12%
c. Not at All	33	33%
9. Amount of Time Spouse Works Outside Home		
a. Full-Time	71	71%
b. Part-Time	3	3%
c. Not at All	5	5%

worked full-time. Although these differences should be taken into consideration when comparing the responses of the two groups, they do not seem to introduce identifiable sources of systematic bias in response to the survey items.

2. Responses to Statements About Parent Involvement (Part I)

Part I of the survey consisted of 18 statements pertaining to parent involvement. Using a 4-point scale (1 = strongly disagree to 4 = strongly agree), the mean response for all PTA parents across all 18 items was 2.61, or slightly above the mid-point of the scale (2.50), indicating a slightly positive response tendency on these items. PTA parents (n = 2,083) agreed most strongly with statements acknowledging their own responsibility to make sure children completed their homework ($\bar{x}$ = 3.59) and to get themselves more involved in their child's school ($\bar{x}$ = 3.39). They also strongly agreed that teachers should give them more ideas about helping their child with homework ($\bar{x}$ = 3.39) and that teachers should send more information home about classroom activities ($\bar{x}$ = 3.26). The statements with which parents most strongly agreed are shown in Table 7.

PTA parents gave the lowest ratings to (disagreed most strongly with) statements that they had little effect on their child's academic success ($\bar{x}$ = 1.51), that they didn't have time to be involved in school activities ($\bar{x}$ = 1.54) and that homework takes too much family time at home ($\bar{x}$ = 1.80). They also disagreed with statements that teachers do not have the time to work with parents ($\bar{x}$ = 2.03) and that parents are not adequately trained to help make school decisions ($\bar{x}$ = 2.24). Responses to these questionnaire statements are shown in Table 8.

The pattern of responses for non-PTA parents on the same 18 statements

TABLE 7: RANK ORDER OF PARENT INVOLVEMENT STATEMENTS WITH WHICH PARENTS MOST STRONGLY AGREE (n = 2,083)

Rank	Item	Statements	Means
1	(10)	I should make sure that my children do their homework.	3.59
2	(1)	Teachers should give me ideas about helping my children with homework.	3.39
3	(15)	I should be responsible for getting more involved in my children's school.	3.39
4	(7)	I usually feel at ease when I visit the school.	3.28
5	(6)	I want teachers to send more information home about classroom activities.	3.26

TABLE 8: RANK ORDER OF PARENT INVOLVEMENT STATEMENTS WITH WHICH PARENTS MOST STRONGLY DISAGREE (n = 2,083)

Rank	Item	Statements	Means
1	(17)	I have little to do with my children's success in school.	1.51
2	(11)	I do not have time to be involved in my children's activities at school.	1.54
3	(18)	Homework takes up too much family time at home.	1.80
4	(3)	Teachers have enough to do without also having to work with parents.	2.03
5	(9)	I am not trained to help make school decisions.	2.24

*Using a four-point scale where 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree.

was very similar to that of PTA parents. The range went from 2.22 to 3.23, producing a mean of 2.67 for all items. This is almost identical to the mean response of 2.61 for PTA parents.

Comparison of the two groups' responses to individual items revealed a difference of more than .20 on only five items, and in no instance did the difference between the two groups' responses to an item exceed .33. Although the differences on the five items were small, their pattern confirmed our expectations about how the two groups of parents might differ. PTA parents agreed more strongly with statements that they should take more responsibility for getting involved in their children's school, that they should make sure children did their homework, and that they generally felt comfortable visiting the school. Non-PTA parents tended to agree more strongly with statements that they did not have enough time for school activities, and that they had little to do with their children's success in school. PTA and non-PTA parents' responses to these statements are compared in Table 9.

3. Interest in Participating in School Decisions (Part II)

When PTA parents were presented with 15 school decisions and asked to indicate their interest in participating in each of them, a five-point response scale was used in which 1 = definitely not interested, 2 = not interested, 3 = neutral, 4 = interested and 5 = definitely interested. The mid-point of this scale is 3.0, and the mean response across all 15 items was 3.76, indicating a positive response tendency for this part of the survey. The mean response to each of the 15 items is shown in Table 10.

When the items were ranked in terms of their mean response, the decisions in which PTA parents were most interested included choosing

TABLE 9: COMPARISON OF NON-PTA AND PTA PARENTS' MEAN RATINGS FOR PARENT INVOLVEMENT STATEMENTS

Statements	PTA Parents (n = 2,083)	Non-PTA Parents (n = 100)
1. Teachers should give me ideas about helping my children with homework.	3.39	3.29
2. Teachers should be in charge of getting parents involved in the school.	2.40	2.53
3. Teachers have enough to do without also having to work with parents.	2.03	2.18
4. Teachers need to be trained for working with parents.	2.86	2.88
5. Principals should be in charge of getting parents involved in the school.	2.61	2.62
6. I want teachers to send more information home about classroom learning activites.	3.26	3.25
7. I usually feel at easer when I visit the school.	3.28	3.06
8. I have a hard time teaching some skills to my children (reading, math, etc.).	2.51	2.56
9. I am not trained to help make school decisions.	2.24	2.44
10. I should make sure that my children do their homework.	3.59	3.36
11. I do not have time to be involved in my children's activities at school.	1.54	1.86
12. I would help my children more with homework if I knew what to do.	2.86	3.03
13. I should have the final word in decisions about my children's education.	2.90	3.07

*Using a four-point scale from 1 (strongly disagree) to 4 (strongly agree).
**Rounded to the nearest hundredth.

Table 9 (Continued)

Statements	PTA Parents (n = 2,083)	Non-PTA Parents (n = 100)
14. My children should have more homework.	2.90	3.07
15. I should be responsible for getting more involved in my children's school.	3.39	3.12
16. I would help my children more with homework if I had more time.	2.43	2.60
17. I have little to do with my children's success in school.	1.51	1.87
18. Homework takes up too much family time at home.	1.80	1.9[illegible]

*Using a four-point scale from 1 (strongly disagree) to 4 (strongly agree).
**Rounded to the nearest hundredth.

TABLE 10: PTA PARENTS' RATINGS OF INTEREST IN BEING INVOLVED IN SCHOOL DECISIONS (n = 2,083)*

Decisions	Means**
1. Amount of homework assigned.	4.09
2. Choosing classroom discipline methods.	4.26
3. Selecting textbooks and other learning materials.	3.90
4. Placing children in Special Education.	3.90
5. Evaluating how well children are learning.	4.08
6. Hiring principal and teachers.	3.32
7. Evaluating how well teachers do their jobs.	3.88
8. Deciding what's most important for the school budget.	3.72
9. Firing principal and teachers.	3.19
10. Having more multicultural/ bilingual education in the children's learning.	3.42
11. Making school desegregation plans.	3.59
12. Setting school behavior rules.	4.09
13. More classroom teaching about sex roles.	3.57
14. Setting rules for how children are graded.	3.79
15. More classroom teaching about sex education.	3.61

*Using a five-point scale from 1 (definitely not interested) to 5 (definitely interested).
**Rounded to the nearest hundredth.

classroom discipline methods ($\bar{x}$ = 4.26) and setting school behavior rules ($\bar{x}$ = 4.09). They also indicated strong interest in deciding how much homework should be assigned ($\bar{x}$ = 4.09) and in evaluating how well children were learning ($\bar{x}$ = 4.08). The five decisions in which PTA parents were most interested are shown in Table 11.

The decisions in which PTA parents indicated the least interest were those pertaining to firing school staff ($\bar{x}$ = 3.19) and to hiring school staff ($\bar{x}$ = 3.32). They also indicated less interest in decisions related to multicultural/bilingual education ($\bar{x}$ = 3.42), classroom teaching about sex roles ($\bar{x}$ = 3.56), and desegregation plans ($\bar{x}$ = 3.59). The school decisions in which PTA parents indicated the least interest are presented in Table 12.

When non-PTA parents were presented with 15 school decisions and asked to indicate their interest in participating in each of them, a forced choice response scale was used in which 1 = not intested and 2 = interested. Using a mid-point of 1.5 for this scale, the mean response across all 15 items was 1.64, indicating a slightly positive response tendency for this part of the survey.

Decisions in which non-PTA parents indicated the strongest interest included those related to classroom sex education ($\bar{x}$ = 1.79), school behavior rules ($\bar{x}$ = 1.78), classroom discipline methods ($\bar{x}$ = 1.77), teaching about sex roles ($\bar{x}$ = 1.76) and desegregation plans ($\bar{x}$ = 1.76).

Non-PTA parents indicated the least interest in decisions related to hiring principals and teachers ($\bar{x}$ = 1.36), firing principals and teachers ($\bar{x}$ = 1.38), selecting textbooks or materials ($\bar{x}$ = 1.54), homework assignments ($\bar{x}$ = 1.56) and budget decisions ($\bar{x}$ = 1.59). Responses to the

15 decision areas by non-PTA parents are shown in Table 13.

Comparison of PTA and non-PTA parents responses in Table 14 reveals that a greater proportion of PTA parents indicated an interest in decisions about homework assignments, selecting textbooks, evaluating children's learning, hiring and firing school staff, rules for grading students, and setting school budget priorities. Both groups indicated about the same level of interest in decisions related to classroom discipline, school behavior rules, placement in Special Education, and staff performance evaluation. The non-PTA parents indicated stronger interest in the four decisions related to multicultural or bilingual education, sex role instruction, sex education and desegregation.

Although both groups of parents indicated a high level of interest in decisions related to classroom discipline and school rules, PTA parents also showed a stronger interest in decisions about homework assignments, evaluating children's learning and making rules for grading; non-PTA parents, however, showed a stronger interest in decisions about desegregation, bilingual education, sex education and sex role instruction. Finally, the decisions about hiring and firing school staff were the only decisions in which less than 50% of either PTA or non-PTA parents expressed an interest.

4. Interest in Parent Involvement Roles (Part III)

In this part of the questionnaire, PTA parents were presented with 7 parent involvement roles and were asked to indicate the extent to which they personally would be interested in each role. Responses on this part of the questionnaire were made using the same 5-point Likert scale ranging from 1 = definitely not interested to 5 = definitely interested. With a

TABLE 13: NON-PTA PARENTS' RATINGS OF INTEREST IN BEING INVOLVED IN SCHOOL DECISIONS
(n = 100)*

Decisions	Means**
1. Amount of homework assigned.	1.56
2. Choosing classroom discipline methods.	1.77
3. Selecting textbooks and other learning materials.	1.54
4. Placing children in Special Education.	1.62
5. Evaluating how well children are learning.	1.66
6. Hiring principal and teachers.	1.36
7. Evaluating how well teachers do their jobs.	1.70
8. Deciding what's most important for the school budget.	1.59
9. Firing principal and teachers.	1.38
10. Having more multicultural/ bilingual education in the children's learning.	1.73
11. Making school desegregation plans.	1.76
12. Setting school behavior rules.	1.78
13. More classroom teaching about sex roles.	1.76
14. Setting rules for how children are graded.	1.62
15. More classroom teaching about sex education.	1.79

*Using a two-point scale where 1 = not interested and 2 = interested.
**Rounded to the nearest hundredth.

TABLE 14
NUMBER OF PTA AND NON-PTA PARENTS EXPRESSING A POSITIVE INTEREST IN SCHOOL DECISIONS

Decisions	PTA Parents (n=2,083)		Non-PTA Parents (n=100)	
	Frequency	%	Frequency	%
1. Amount of homework assigned.	1,589	76.3	56	56.0
2. Choosing classroom discipline methods.	1,690	81.1	77	77.0
3. Selecting textbooks and other learning materials.	1,434	68.8	53	53.0
4. Placing children in Special Education.	1,366	65.6	62	62.0
5. Evaluating how well children are learning.	1,571	75.4	65	65.0
6. Hiring principal and teachers.	1,004	48.2	35	35.0
7. Evaluating how well teachers do their jobs.	1,442	69.2	69	69.0
8. Deciding what's most important for the school budget.	1,335	64.1	59	59.0
9. Firing principal and teachers.	896	43.0	37	37.0
10. Having more multicultural/ bilingual education in the children's learning.	1,076	51.7	71	71.0
11. Making school desegregation plans.	1,236	59.3	74	74.0
12. Setting school behavior rules.	1,652	79.3	78	78.0
13. More classroom teaching about sex roles.	1,186	56.9	76	76.0
14. Setting rules for how children are graded.	1,480	71.1	62	62.0
15. More classroom teaching about sex education.	1,218	58.5	79	79.0

mid-point of 3.0, the mean response for all 7 items was 4.20, indicating a strongly positive response tendency on these items (see Table 14). None of the roles described received a rating below the mid-point, although the least desired role was that of paid school staff with a rating of 3.39.

In general, PTA parents indicated the strongest interest in the traditional roles of audience for school activities ($\bar{x}$ = 4.75), home tutor for their own children ($\bar{x}$ = 4.51), and school program supporter ($\bar{x}$ = 4.46). However, this group was also strongly interested in being advocates in the schools ($\bar{x}$ = 4.16), co-learners with school staff ($\bar{x}$ = 4.09) and decision makers in the schools ($\bar{x}$ = 4.06). The responses to these 7 roles are shown in Table 15.

Non-PTA parents were also presented with 7 parent involvement roles and asked to indicate the extent to which they personally would be interested in each role. Responses on this part of the questionnaire were made using the same 5-point Likert scale ranging from 1 = definitely not interested to 5 = definitely interested. With a mid-point of 3.0, the mean response for all 7 items was 3.94, again indicating a moderately positive response tendency on these items (see Table 16). The two roles which received ratings below the mid-point were those of paid school staff, with a rating of 3.01 and decision maker, with a rating of 3.39.

Comparison of the two groups' responses to each role revealed that non-PTA parents indicated a somewhat higher level of interest than PTA parents in the role of home tutor, but a lower level of interest in all 6 of the other roles. These responses are compared in Table 17.

5. Responses to Specific Parent Involvement Activities (Part IV)

In this section, PTA parents were asked to look at each of 24 specific

TABLE 15: RANK ORDER OF PTA PARENTS' RATINGS OF INTEREST IN SELECTED PARENT INVOLVEMENT ROLES (n = 2,083)*

Rank	Roles	Means*
1.	Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.75
2.	Home Tutor - helping your children at home with school work or other educational activities.	4.51
3.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.46
4.	Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.16
5.	Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.09
6.	Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.06
7.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.39

*Using a five-point scale from 1 (definitely not interested) to 5 (definitely interested).

TABLE 16: RANK ORDER OF NON-PTA PARENTS' RATINGS OF INTEREST IN PARENT INVOLVEMENT ROLES (n = 100)*

Rank	Roles	Means
1.	Home Tutor - helping your children at home with school work or other educational activities.	4.79
2.	Audience - supporting your child in school, for example, by going to school performance, baking for bake sales. responding to notices from the school, etc.	4.60
3.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.12
4	Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	3.85
5.	Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	3.82
6.	Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	3.39
7.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.01

*Using a five-point scale from 1 (not at all interested) to 5 (very interested).

TABLE 17: COMPARISON OF NON-PTA AND PTA PARENTS' MEAN RATINGS OF INTEREST IN PARENT INVOLVEMENT ROLES

Roles	PTA Parents (n=2,083)	Non-PTA Parents (n=100)
1. Paid School Staff - work in the school as an aide, parent eudator, assistant teacher, assistant librarian, or other such jobs.	3.39	3.01
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party, field trip, taking tickets at a fund-raising dinner, or such activities.	4.46	4.12
3. Home Tutor - helping your children at home with school work or other educational activities.	4.51	4.79
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.75	4.60
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.16	3.85
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.09	3.82
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.06	3.39

*Using a five-point scale from 1 (not at all interested) to 5 (very interested).
**Rounded to the nearest hundredth.

parent involvement activities and to indicate the extent to which they personally participated in each. A 4-point Likert scale was used in which 1 = never, 2 = seldom, 3 = sometimes, and 4 = often. Respondents were asked to respond with a 5 to indicate that their school does not offer this type of activity. Although the midpoint of the scale is 2.5, the mean response across all items was only 2.21, indicating a slightly negative response tendency for these items. Mean responses to all items in Part IV are shown in Table 18.

Those activities in which PTA parents most often participated included going to open house or special programs at the school ($\bar{x}$ = 3.83), helping their children with homework ($\bar{x}$ = 3.65), and going to parent teacher conferences about their children's progress ($\bar{x}$ = 3.60). The parents' other frequent activities included visiting the school ($\bar{x}$ = 3.55) and taking part in PTA meetings ($\bar{x}$ = 3.47). The activities in which these parents indicated they participated most often are shown in Table 19.

The activities in which PTA parents reported the least frequent participation included helping to hire or fire school staff ($\bar{x}$ = 1.20), working as part-time staff or aides at the school ($\bar{x}$ = 1.46) and evaluating the job performance of teachers or principals ($\bar{x}$ = 1.49). They also indicated that they seldom helped to plan what would be taught in the school ($\bar{x}$ = 1.52); few had worked as full time school staff ($\bar{x}$ = 1.70). The activities in which PTA parents participated in least are shown in Table 20.

Non-PTA parents were also asked to look at each of 24 specific parent involvement activities and to indicate their level of participation using a 5-point Likert scale in which 1 = never, 2 = seldom, 3 = sometimes, 4 = often and 5 = always. This response scale differs from the scale used in

TABLE 18: PTA PARENTS' RATINGS OF THE EXTENT TO WHICH THEY PARTICIPATE IN SPECIFIC PARENT INVOLVEMENT ACTIVITIES (n = 2,083)*

Activities	Means**
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.70
2. Helping children with homework.	3.65
3. Visiting the school to see what is happening.	3.55
4. Going to "open house" or special programs at school.	3.83
5. Going to classes at the school which help you teach your children at home.	2.60
6. Helping with school activities such as coffee, pot-luck suppers, fund raising, etc.	3.44
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.34
8. Helping in the school, for example, the library, reading enter, playground, lunchroom, nurse's office, etc.	2.35
9. Going with children and teachers on school field trips or picnics, or to parties.	3.08
10. Going to workshops or other such educational activities for parents at the school.	2.72
11. Organizing parent volunteer activities.	2.61

*Using a four-point scale of 1 (never) to 4 (often).
**Rounded to the nearest hundredth.

Table 18 (Continued)

Activities	Means**
12. Taking part in PTA meetings.	3.47
13. Planning the school budget.	1.78
14. Helping to plan what will be taught in the school.	1.52
15. Helping children learn through the use of educational materials at home, for example, games, magazines, books, etc.	3.34
16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	3.24
17. Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC NAACP, etc.	2.42
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.80
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.46
20. Helping to decide how well teachers and principals do their jobs.	1.49
21. Helping to hire or fire teachers and principals.	1.20
22. Going to parent/teacher conferences about your child's progress.	3.60
23. Giving ideas to the school board or school administration for making changes.	2.10
24. Going to meeting of the school board.	2.04

*Using a four-point scale of 1 (never) to 4 (often).
**Rounded to the nearest hundredth.

TABLE 19: RANK ORDER OF PARENT INVOLVEMENT ACTIVITIES THAT PARENTS INDICATED THEY PARTICIPATE IN MOST*
(n = 2,083)

Rank	Item	Activities	Means**
1	(4)	Going to "open house" or special programs at school.	3.83
2	(2)	Helping children with homework.	3.65
3	(22)	Going to parent/teacher conferences about your child's progress.	3.60
4	(3)	Visiting the school to see what is happening.	3.55
5	(12)	Taking part in PTA meetings.	3.47

TABLE 20: RANK ORDER OF PARENT INVOLVEMENT ACTIVITIES THAT PARENTS INDICATED THEY PARTICIPATE IN LEAST*
(n = 2,083)

Rank	Item	Activities	Means**
1	(21)	Helping to hire or fire teachers and principals.	1.20
2	(19)	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.46
3	(20)	Helping decide how well teachers and principals do their jobs.	1.49
4	(14)	Helping to plan what will be taught in the school.	1.52
5	(1)	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.70

*Using a four-point scale of 1 (never) to 4 (often).
**Rounded to the nearest hundredth.

the written questionnaire. The midpoint is 3.0, but the mean response across all items was only 2.25, indicating a moderately negative response tendency for these items.

Although a different response scale was used in the telephone survey, the pattern of the non-PTA parents' responses was very similar to that of PTA parents. The responses of non-PTA parents ranged from 1.27 to 4.18 (see Table 21). The corresponding results for PTA parents are shown in Table 18.

Activities in which non-PTA parents indicated the most frequent participation included going to parent/teacher conferences ($\bar{x}$ = 4.39), helping children with homework ($\bar{x}$ = 4.18), attending open house at school ($\bar{x}$ = 4.07), helping children with educational materials at home ($\bar{x}$ = 3.91), and taking children to places of educational interest ($\bar{x}$ = 3.51). Non-PTA parents reported most frequently participating in the items shown in Table 22. Corresponding data for PTA parents are shown in Table 19.

Non-PTA parents indicated the lowest level of participation in working as part-time school staff ($\bar{x}$ = 1.15), helping to hire or fire teachers or principals ($\bar{x}$ = 1.15), planning the school budget ($\bar{x}$ = 1.15), helping to plan the school curriculum ($\bar{x}$ = 1.26), and working as full-time paid staff in the school ($\bar{x}$ = 1.27). The items in which they reported participating least frequently are shown in Table 23. Refer to Table 20 for corresponding data from PTA parents.

6. Suggestions for Improving Parent Involvement Efforts (Part V)

Both groups of parents were presented with 10 suggestions for improving parent involvement in schools, and they were asked to indicate which of these they thought would work best. They used a 5-point Likert

TABLE 21: NON-PTA PARENTS' RATINGS OF THE EXTENT TO WHICH THEY PARTICIPATE IN SPECIFIC PARENT INVOLVEMENT ACTIVITIES (n = 100)*

Activities	Means**
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.27
2. Helping children with homework.	4.18
3. Visiting the school to see what is happening.	3.41
4. Going to "open house" or special programs at school.	4.07
5. Going to classes at the school which help you teach your children at home.	1.86
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2.93
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	1.76
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	1.53
9. Going with children and teachers on school field trips or picnics, or to parties.	2.68
10. Going to workshops or other such educational activities for parents at the school.	1.52
11. Organizing parent volunteer activities.	1.65
12. Taking part in PTA meetings.	2.37

*Using a five-point scale where 1 = never, 2 = seldom, 3 = sometimes, 4 = often and 5 = always.
**Rounded to the nearest hundredth.

TABLE 21 (Continued)

Activities	Means**
13. Planning the school budget.	1.15
14. Helping to plan what will be taught in the school.	1.26
15. Helping children learn through the use of educational materials at home, for example, games, magazines, books, etc.	3.91
16. Taking children to places of educational interest, for examlple, museums, libraries, art galleries, etc.	3.51
17. Working to improve the schools through community groups such as neighborhood associations, church o anizations, LULAC, NAACP, etc.	2.01
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).	1.49
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.15
20. Helping to decide how well teachers and principals do their jobs.	1.39
21. Helping to hire or fire teachers and principals.	1.15
22. Going to parent/teacher conferences about your child's progress.	4.39
23. Giving ideas to the school board or school administration for making changes.	1.79
24. Going to meeting of the school board.	1.49

**Rounded to the nearest hundredth.

TABLE 22: RANK ORDER OF PARENT INVOLVEMENT ACTIVITIES THAT NON-PTA PARENTS INDICATED THEY PARTICIPATE IN MOST (n = 100)

Rank	Activities	Means
1	Going to parent/teacher conferences about your child's progress.	4.39
2	Helping children with homework.	4.18
3	Going to "open house" or special programs at school.	4.07
4	Helping children learn through the use of educational materials at home, for example games, magazines, books, etc.	3.91
5	Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	3.51

TABLE 23: RANK ORDER OF PARENT INVOLVEMENT ACTIVITIES THAT NON-PTA PARENTS INDICATED THEY PARTICIPATE IN LEAST (n = 100)

Rank	Activities	Means
1	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.15
1	Helping to fire or hire teachers and principal.	1.15
1	Planning the school budget.	1.15
2	Helping to plan what will be taught in the school.	1.26
3	Working as full time paid staff, for example, teacher aide, cafeteria help, etc.	1.27

*Using a five-point scale where 1 = never, 2 = seldom, 3 = sometimes, 4 = often and 5 = always.
**Rounded to the nearest hundredth.

scale on which a response of 1 = definitely would not work, 2 = probably would not work, 3 = neutral, 4 = probably would work, and 5 = definitely would work.

For the PTA parents, the mean response for all suggestions was 4.17, considerably above the scale's midpoint of 3.0. They felt most positive about such suggested activities as making parents feel more welcome at school ($\bar{x}$ = 4.32), giving parents more information about the child's successes in school ($\bar{x}$ = 4.31), helping parents understand the subjects being taught ($\bar{x}$ = 4.21), and offering more activities which include children, parents and teachers ($\bar{x}$ = 4.20).

The responses of non-PTA parents to these suggestions was very similar to those of PTA parents. The mean response for all suggestions was the same as for PTA parents ($\bar{x}$ = 4.17) and the responses to each item were very similar. The non-PTA parents did, however, feel more strongly that parent involvement would be enhanced if more school activities were planned at times when working parents could come. A comparison of the responses of PTA and non-PTA parents to these items is shown in Table 24.

7. Reasons Why Parent Involvement Is Less in High School (Part VI)

PTA parents were presented with one section of items that was left off the telephone survey of non-PTA parents. This section consisted of 10 statements describing reasons why parents may become less involved in schools at the secondary level. Using the same 4-point scale that was used for Part I (1 = strongly disagree to 4 = strongly agree), the mean response for all PTA parents across the 10 items was 2.58, or slightly above the mid-point of 2.5 on the scale, indicating a slight tendency to rate these items positively. PTA parents (n = 2,083) agreed most strongly that

TABLE 24: COMPARISON OF PTA AND NON-PTA PARENTS' RATINGS OF SUGGESTIONS FOR IMPROVING PARENT INVOLVEMENT IN SCHOOLS

Suggestions	PTA Parents (n=2,083)	Non-PTA Parents (n=100)
1. Sending more information to parents about ways they could be involved.	4.10	4.12
2. Making parents feel more welcome in the school.	4.32	4.22
3. Helping parents to better understand the subjects being taught.	4.21	4.25
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.16	4.01
5. Asking parents in what ways they would like to be involved.	4.16	3.96
6. Giving parents activities they can do at home with their children.	3.95	4.08
7. Helping students understand that having their parents involved is important.	4.18	4.25
8. Giving parents more information about children's success in school.	4.31	4.33
9. Planning more school activities at times when working parents can come.	4.15	4.38
10. Having more activities which include children, parents and teachers.	4.20	4.14

*Using a five-point scale of 1 = definitely would not work, 2 = probably not work, 3 = neutral, 4 = probably would work, and 5 = definitely would work.
**Rounded to the nearest hundredth.

parents are less involved at the high school level because teachers do not ask parents to be involved ($\bar{x}$ = 2.98), parents may not understand the courses their children take in high school ($\bar{x}$ = 2.93), there are not as many parent teacher conferences ($\bar{x}$ = 2.85), and there are fewer PTA activities for high school parents ($\bar{x}$ = 2.84).

The reasons they rated as least likely to cause a lower level of parent involvement in high school included more distance to the schools ($\bar{x}$ = 2.02), too many teachers for parents to talk to ($\bar{x}$ = 2.16), not enough time for both school activities and work ($\bar{x}$ = 2.35), and the inability to leave younger children at home ($\bar{x}$ = 2.38). The rank order of PTA parents' mean responses to the 10 items in this section are shown in Table 25.

8. Comparing Parent Interest with Participation in School Activities

The parent survey was designed to allow a comparison between parents' reported interest in various types of parent involvement and the extent of their actual participation in corresponding activities. Parents were asked to indicate their level of interest in 7 parent involvement roles, they were then asked to describe their current level of participation in 24 specific activities. The 24 activities were selected to correspond to the 7 roles as shown in Table 26.

Comparison of PTA parents' interest with their participation suggests that, in general, participation lags far behind interest. The reasons for this lag are not clear, but some interesting patterns do emerge. For instance, parents reported more frequent participation in activities corresponding to the roles in which they showed the most interest. The activities which received a mean rating of more than 3.0 were those which corresponded to the parent involvement roles of Audience, Home Tutor, and

TABLE 25: RANK ORDER OF PTA PARENTS' RESPONSES TO REASONS PARENTS BECOME LESS INVOLVED AT THE HIGH SCHOOL LEVEL (n = 2,083)

Rank	Item	Reasons	Means
1	(4)	Teachers don't ask parents to be involved in school as much.	2.98
2	(1)	Parents may not understand some of the courses taken in high school.	2.93
3	(8)	There are not as many parent/teacher conferences.	2.85
4	(9)	There are not as many PTA activities for high school parents.	2.84
5	(5)	Parents do not have time to be involved in school activities and work at the same time.	2.66
6	(6)	Children do not want their parents involved when they get to high school.	2.65
7	(7)	Parents can't leave smaller children at home.	2.38
8	(10)	High school principals do not encourage parent involvement in the school.	2.35
9	(3)	There are too many teachers to talk to.	2.16
10	(2)	The schools are too far away.	2.02

*Using a four-point scale where 1 = strongly disagree and 4 = strongly agree.

TABLE 26: COMPARISON OF PTA PARENTS' INTEREST IN PARENT INVOLVEMENT ROLES WITH THEIR PARTICIPATION IN RELATED PARENT INVOLVEMENT ACTIVITIES
(n = 2,083)

Roles	Means*	Related Parent Involvement Activities	Means**
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.39	1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.70
		19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.46
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.46	6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.44
		7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.34
		8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.35
		9. Going with children and teachers on school field trips or picnics, or to parties.	3.08
		11. Organizing parent volunteer activities.	2.61
		12. Taking part in PTA meetings.	3.47

Table 26 (Continued)

Roles	Means*	Related Parent Involvement Activities	Means**
3. Home Tutor - helping your children at home with school work or other educational activities.	4.51	2. Helping children with homework.	3.65
		15. Helping children learn through the use of educational materials at home, for example, games, magaines, books, etc.	3.34
		16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	3.24
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.75	3. Visiting the school to see what is happening.	3.55
		4. Going to "open house" or special programs at school.	3.83
		22. Going to parent/teacher conferences about your child's progress.	3.60
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.16	17. Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc.	2.41
		23. Giving ideas to the school board or school administration for making changes.	2.10
		24. Going to meeting of the school board	2.04

Table 26 (continued)

Roles	Means*	Related Parent Involvement Activities	Means**
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.09	5. Going to classes at the school which help you teach your children at home.	2.60
		10. Going to workshops or other such educational activities for parents at the school.	2.72
7. Decision-Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.06	13. Planning the school budget.	1.78
		14. Helping to plan what will be taught in the school.	1.52
		18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).	1.80
		20. Helping to decide how well teachers and principals do their jobs.	1.49
		21. Helping to hire or fire teachers and principals.	1.20

*Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested).
**Using a four-point scale of 1 (never to 4 (often).

School Program Supporter (see Table 25). In contrast, the activities which received a mean rating of less than 2.0 were all activities which corresponded to the roles of Decision Maker and Paid School Staff. In addition, an interesting split was also revealed in the activities corresponding to the role of School Program Supporter: parents reported more frequent participation in attending PTA meetings ($\bar{x}$ = 3.47), helping with such school activities as fund-raisers or pot-luck suppers ($\bar{x}$ = 3.44), and going to field trips, picnics and parties ($\bar{x}$ = 3.08); they reported less frequent participation in helping teachers with classroom learning activities ($\bar{x}$ = 2.34), helping in the school library, reading center, or playground ($\bar{x}$ = 2.35), and organizing parent volunteer activities ($\bar{x}$ = 2.61).

When the mean rating of participation in the activities was subtracted from the mean rating of interest in the corresponding parent involvement roles, the discrepancy scores were lowest for the activities corresponding to the roles of Audience, where they ranged from .82 to 1.20, and for Home Tutor, where they ranged from .86 to 1.27.

The discrepancy scores were greatest for the role of Decision Maker, where they ranged from 2.26 to 2.80. This comparison of scores suggests that not only did parents indicate a higher interest in the traditional parent involvement roles of Audience and Home Tutor, but they actually participated more frequently in activities corresponding to those roles. In contrast, parents also indicated a moderately strong interest in the role of Decision Maker, while reporting very infrequent participation in the corresponding activities.

Similar comparisons were made with data collected from non-PTA parents in the phone survey (see Table 27). Like the PTA parents, these parents

TABLE 27: COMPARISON OF NON-PTA PARENTS' INTEREST IN PARENT INVOLVEMENT ROLES WITH THEIR PARTICIPATION IN RELATED PARENT INVOLVEMENT ACTIVITIES
(n = 100)

Roles	Means*	Related Parent Involvement Activities	Means**
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.01	1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.27
		19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.15
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.12	6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2.93
		7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	1.76
		8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	1.53
		9. Going with children and teachers on school field trips or picnics, or to parties.	2.68
		11. Organizing parent volunteer activities.	1.65
		12. Taking part in PTA meetings.	2.37

Table 27 (Continued)

Roles	Means*	Related Parent Involvement Activities	Means**
3. Home Tutor - helping your children at home with school work or other educational activities.	4.79	2. Helping children with homework.	4.18
		15. Helping children learn through the use of educational materials at home, for example, games, magaines, books, etc.	3.91
		16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	3.51
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.60	3. Visiting the school to see what is happening.	3.41
		4. Going to "open house" or special programs at school.	4.07
		22. Going to parent/teacher conferences about your child's progress.	4.39
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	3.85	17. Working to improve the schools through community groups such as neighborhood associations, church organizations, LUL/C, NAACP, etc.	2.01
		23. Giving ideas to the school board or school administration for making changes.	1.79
		24. Going to meeting of the school board.	1.49

Table 27 (continued)

Roles	Means*	Related Parent Involvement Activities	Means**
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	3.82	5. Going to classes at the school which help you teach your children at home.	1.86
		10. Going to workshops or other such educational activities for parents at the school.	1.52
7. Decision-Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	3.39	13. Planning the school budget.	1.15
		14. Helping to plan what will be taught in the school.	1.26
		18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).	1.49
		20. Helping to decide how well teachers and principals do their jobs.	1.39
		21. Helping to hire or fire teachers and principals.	1.15

*Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested).
**Using a four-point scale of 1 (never to 4 (often).

indicated more frequent participation in activities corresponding to the roles in which they showed the most interest. The activities which received a mean rating of more than 3.0 were those corresponding to the parent involvement roles of Audience and Home Tutor. In contrast, the activities which received a mean rating of less than 2.0 were activities corresponding to the other five roles. For the non-PTA parents, there was also a split in the activities which corresponded to the role of School Program Supporter; they reported more frequently taking part in PTA meetings ($\bar{x}$ = 2.37), helping with school activities such as fund-raisers or pot-luck suppers ($\bar{x}$ = 2.93), and going to field trips, picnics and parties ($\bar{x}$ = 2.68); they reported less frequently helping teachers with classroom learning activities ($\bar{x}$ = 1.76), helping in the school library, reading center, or playground ($\bar{x}$ = 1.53), and organizing parent volunteer activities ($\bar{x}$ = 1.65).

When the mean rating of participation in the activities was subtracted from the mean rating of interest in the corresponding parent involvement roles, the discrepancy scores were lowest for the activities corresponding to the roles of Audience, where they ranged from .21 to 1.19, and of Home Tutor, where they ranged from .61 to 1.28. The discrepancy scores were greatest for the roles of Co-Learner, where they ranged from 1.96 to 2.30, and of Decision Maker, where they ranged from 1.90 to 2.24. This pattern suggests that non-PTA parents were also more interested in the traditional parent involvement roles of Audience and Home Tutor, and actually participated more frequently in activities corresponding to those roles. They were less interested in the other five roles and reported very infrequent participation in corresponding activities.

9. Breakdown of Responses by Subgroups in The Sample

For each part of the questionnaire, responses to individual items were broken down by certain demographic variables in order to determine whether response differences might be related to differences among subgroups of respondents. These breakdowns were performed only on the data from the written questionnaire completed by PTA parents.

The breakdown analyses focused upon the following research questions:

1. Does parent interest in the 7 parent involvement roles vary according to their level of educational achievement?

2. Does parent interest in either parent involvement roles or participation in school decisions vary according to whether they are working full time, part time or unemployed?

3. Does parent interest in either parent involvement roles or participation in school decisions vary according to whether their spouse is working full time, part time or unemployed?

4. Does parent participation in school activities vary according to family size?

5. Do responses to any items vary according to ethnic background?

To interpret these comparisons, a significance level of $p \leq .001$ was used to identify significant differences, and the eta square statistic was used as an estimate of the amount of variance which could be accounted for by the difference.

There were few significant relationships detected between individual item responses and the various demographic characteristics (see Tables in Appendix E). The most consistent relationship seemed to be that full-time employment might be related to the extent to which parents indicated participating in the 24 parent involvement activities. This pattern offers empirical confirmation of the expected relationship between available time and participation in these activities. However, the magnitude or strength

of this relationship between working status and participation in activities was very modest, as reflected in the low eta square values; in most instances the relationship accounted for less than 10% of the variance (eta square $\leq .10$). These figures suggest that while variables like working status may have influenced response to questionnaire items, the influence was fairly weak, and may have been moderated by the effects of other variables. Tables which identify the items for which response seemed related to demographic characteristics are included in Appendix E.

10. Factor Analysis of Parts I - VI of the Questionnaire

Each part of the questionnaire was factor analyzed separately to identify patterns between the items. By selecting only those factors with an eigenvalue of greater than 1.0, 10 factors were identified in the 6 parts of the questionnaire. Next, the items with a factor loading of .40 or greater were listed for each factor and the items were examined to determine whether they seemed to have some common characteristic.

For Part I (Statements), two factors were identified which together accounted for 65.4% of the variance (see Table 28). Items loading of Factor 1, which accounted for 38.3% of the variance, apparently have to do with parents accepting or denying responsibility for becoming involved in their children's education. The items with a positive loading included the statements that parents should make sure children do their homework, and that they should be more responsible for involvement in their children's school. The items with a negative loading, which seem to offer reasons for denying responsibility, include statements that parents do not have time for parent involvement, that they have little influence on their children's school success, and that homework takes up too much family time. Parents

TABLE 28
PART I - STATEMENTS
FACTOR 1: PARENTS' RESPONSIBILITY FOR INVOLVEMENT

	Statements	Factor Loading
10.	I should make sure that my children do their homework.	.517
15.	I should be responsible for getting more involved in my children's school.	.407
11.	I do not have time to be involved in my children's activities at school.	-.530
17.	I have little to do with my children's success in school.	-.438
18.	Homework takes up too much family time at home.	-.605

FACTOR 2: PARENTS' VIEWS OF TEACHER RESPONSIBILITIES IN PARENT INVOLVEMENT

	Statements	Factor Loading
4.	Teachers need to be trained for working with parents.	.466
6.	I want teachers to send more information home about classroom learning activities.	.424
3.	Teachers have enough to do without also having to work with parents.	-.392

who agreed with the first two items tended to disagree with the last three.

Items loading on Factor 2, which accounted for another 27.2% of the variance, seemed to deal with parents' desire that teachers help them become more involved in their children's education. The items with a positive loading include statements that teachers should be trained to work with parents and that parents want more information sent home about classroom learning activities. The negative loading item was a statement that teachers have enough to do without also having to work with parents. Again, those parents who agreed with the first two items tended to disagree with the last one.

In Part II (Decisions), two more factors were identified which accounted for a total of 91.3% of the variance (see Table 29). The first factor included 7 items expressing the idea that parents are interested in participating in school decisions about discipline, as well as curriculum and instruction. There were no items with negative loadings.

Factor 2 seemed to deal with parents' interest in participating in such administrative school decisions as hiring and firing personnel and making decisions about the school budget. Those parents who indicated an interest in participating in hiring/firing decisions also tended to indicate an interest in the budget decisions.

In Part III (Roles), a single factor was identified which accounted for 84.2% of the variance (see Table 30). This factor included three items which seemed to tap non-traditional parent involvement roles allowing parents peer status with school personnel. Those parents interested in the role of Decision Maker also tended to be interested in the roles of Advocate and Co-Learner. A second factor was also identified (Eigenvalue =

TABLE 29
PART II - DECISIONS
FACTOR 1: INTEREST IN CLASSROOM DECISIONS

	Decisions	Factor Loading
2.	Choosing classroom discipline methods.	.661
5.	Evaluating how well children are learning.	.657
3.	Selecting textbooks and other learning materials.	.574
1.	Amount of homework assigned.	.556
12.	Setting school behavior rules.	.547
4.	Placing children in Special Education.	.532
14.	Setting rules for how children are graded.	.508

FACTOR 2: INTEREST IN ADMINISTRATIVE AND GOVERNANCE DECISIONS

	Decisions	Factor Loading
6.	Hiring principal and teachers.	.770
9.	Firing principal and teachers.	.765
7.	Evaluating how well teachers do their jobs.	.663
8.	Deciding what's most important for the school budget.	.600

TABLE 30
PART III - ROLES
FACTOR 1: INTEREST IN NON-TRADITIONAL PARENT ROLES

	Roles	Factor Loading
7.	Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	.785
5.	Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	.739
6.	Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	.666

.563) consisting of the roles of audience, school program supporter, and home tutor. Paid School Staff did not load on either factor.

In Part IV (Activities), which asked parents to indicate extent of participation in 24 parent involvement activities, 2 factors were identified which accounted for 86.4% of the variance. Factor 1 consisted of 10 activities which generally corresponded to the traditional parent involvement roles of Audience, Home Tutor and School Program Supporter (see Table 31). There were no negative loading items on this factor.

Factor 2 consisted of 9 activities (see Table 32) which seem more related to the roles of Decision Maker and Advocate. Again, there were no items loading negatively on this factor.

The factors identified for both Part III and Part IV offer empirical support for linking specific activities to each of the seven roles in the design of the parent survey instrument.

For Part V (Suggestions), all 10 items loaded on a single factor; respondents who tended to rate one item positively tended to rate all other items positively. When considered with the generally positive ratings for all items in the section, this result suggests that parents saw all suggestions as potentially helpful and did not view any one approach as more important than the others.

In Part VI (Reasons), two factors accounted for 87.4% of the variance. The items which loaded on Factor 1, which itself accounted for 57.3% of the variance, suggest that parents are less involved at the high school level largely because no one asks them to be involved; neither teachers nor principals encourage their involvement as much, they are not asked to attend as many parent-teacher conferences, and the PTA seldom invites their

TABLE 31
PART IV - ACTIVITIES
FACTOR 1: PARTICIPATION IN ACTIVITIES CORRESPONDING TO ROLES OF AUDIENCE, HOME TUTOR, AND SCHOOL PROGRAM SUPPORTER

	Activities	Factor Loading
6.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.784
12.	Taking part in PTA meetings.	.712
11.	Organizing parent volunteer activities.	.664
9.	Going with children and teachers on school field trips or picnics, or to parties.	.636
3.	Visiting the school to see what is happening.	.620
10.	Going to workshops or other such educational activities for parents at the school.	.600
8.	Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	.551
4.	Going to "open house" or special programs at school.	.541
7.	Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	.499
5.	Going to classes at the school which help you teach your children at home.	.438

TABLE 32
PART IV - ACTIVITIES
FACTOR 2: PARTICIPATION IN ACTIVITIES CORRESPONDING TO ROLES OF DECISION MAKER AND ADVOCATE

	Activities	Factor Loading
14.	Helping to plan what will be taught in the school.	.759
20.	Helping to decide how well teachers and principals do their jobs.	.757
23.	Giving ideas to the school board or school administration for making changes.	.671
18.	Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	.660
21.	Helping to hire or fire teachers and principals.	.620
24.	Going to meeting of the school board.	.601
13.	Planning the school budget.	.566
17.	Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc.	.461
19.	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.416

participation (see Table 33). The items loading on Factor 2 seem to relate to logistical problems that may be beyond the control of parents, teachers and administrators: there are simply more teachers to talk to in high school, and the schools are too far away.

In summary, the factor analyses of each section provided an additional perspective for interpreting the parents' responses to the survey. These response patterns illustrate the ways in which each section's items relate to each other. In addition, the factors identified in each section provided empirical evidence that the instrument developed for this survey did indeed tap many of the dimensions for which it was designed. Finally, the factors identified offered empirical support for the validity of our conceptual framework, a framework examining attitudes toward both traditional and non-traditional parent involvement in the schools.

D. SUMMARY AND DISCUSSION

This study was designed to elicit parents' attitudes toward specific parent involvement issues; to determine their level of interest in helping to make various school decisions; to discover which parent involvement roles they prefer; and to see how they think parent involvement might be enhanced. The final section also asked them to speculate on why parents tend to become less involved in high school than in elementary school.

1. Summary of Parent Survey Results

Parents in this survey indicated strong support for parent involvement in education. Their responses to the 18 statements in Part I indicate that a majority of them accepted responsibility for seeing that children do their homework and for getting more involved in their children's school activities. They generally reported feeling at ease visiting the schools,

TABLE 33
PART VI - REASONS
FACTOR 1: PARENTS ARE NOT ASKED TO BECOME INVOLVED

	Reasons	Factor Loading
4.	Teachers don't ask parents to be involved in school as much.	.604
8.	There are not as many parent/teacher conferences.	.720
9.	There are not as many PTA activities for high school parents.	.653
10.	High school principals do not encourage parent involvement in the school.	.695

FACTOR 2: LOGISTICAL BARRIERS TO PARENT INVOLVEMENT

	Reasons	Factor Loading
2.	The schools ar too far away.	.507
3.	There are too many teachers to talk to.	.838

and wanting teachers to provide them with more ideas about helping their children at home, and wanting teachers to provide more information about their children's classroom learning activities. They indicated they would help their children more if they knew what to do. They also felt that parents should have the final say in decisions about their children's education, and that teachers need to be trained for working with parents. They even generally agreed that their children should have more homework. The majority of both PTA and non-PTA parents indicated they knew their involvement was an important factor in their children's school success, and they had enough time for parent involvement activities.

Parents' responses to items asking about their interest in participating in school decisions, indicated the most interest in those decisions which seemed most directly related to their own children--choosing classroom discipline methods, deciding how much homework should be assigned, setting school behavior rules, evaluating student progress, and placing children in Special Education. They indicated a lower level of interest in those decisions which seemed more related to school administration or governance--hiring and firing school personnel, evaluating their job performance, and setting budget priorities for the school.

Likewise, the pattern of responses to items asking parents about their preference among parent involvement roles indicated the strongest interest was in the parent roles which were most immediately related to their child and their child's classroom--Audience, School Supporter and Home Tutor. However, parents also indicated a strong interest in the roles which involve some shared governance of the school.

Parents' description of their activities revealed they most frequently participated in activities which related primarily to their own child, and which corresponded to the traditional ways in which parents have been involved in the schools--helping children with homework, attending parent-teacher conferences, going to open house activities at the school, helping with such school activities as pot-luck suppers or fund-raisers, and attending PTA meetings. Again, the activities which were reported as least frequent by parents were activities which related to participation in administrative or policy decisions.

When asked how best to improve parent involvement, parents' rating of 10 suggestions indicated that they thought almost anything would help. They most favored the suggestions that school personnel try to make parents feel more welcome in the school and that school staff provide parents with more information about their children's school successes. They least favored sending parents additional information about ways they could become more involved and sending home activities for parents to do with their children. But even these least-favored suggestions received high ratings, indicating that parents thought they would be useful in improving parent involvement.

Parents speculated about why parent involvement decreases at the high school level in the final section of the survey. In general, they saw this decreased involvement as the result simply of the fact that no one asks parents to participate as much. There are fewer parent-teacher conferences, high school principals do not encourage parent involvement, teachers do not ask parents to be involved in school as much, and there are fewer PTA activities. Lack of time, distance from school and difficulty

finding a baby sitter for younger children were not seen as major deterrents to parent involvement, although they may present problems to some parents.

The breakdown of item responses by demographic variables revealed that no single demographic factor seemed to account for either positive or negative response tendencies. This finding suggests that differences in parent attitudes and behaviors related to parent involvement are not related to single demographic factors such as ethnicity, or marital status. Subsequent research should focus upon broader contextual factors related to the school and the community, or upon combinations of individual parent characteristics.

The factor analysis provided an empirical validation that the survey instrument tapped many of the issues around which it was initially designed. Parent attitudes were examined to explore the possibility that their negativism or apathy might be a major impediment to parent involvement efforts. Parent interests were examined to determine whether their interests matched or conflicted with the desires of teachers and prinicipals. Parent behaviors were then examined to determine the extent to which these behaviors reflected their expressed interest, and to determine whether these behaviors and interests were generally traditional or non-traditional.

The information gathered is valuable data for those interested in improving parent involvement. Even more importantly, the questions posed to parents in this study correspond to a similar set of questions already answered by both elementary school teachers and elementary school principals. The design of these three surveys allows a comparison between

the attitudes, preferences, and actual practices of all three groups. This comparison of responses has identified specific topics on which there is apparent consensus across all three groups as well as identifying those areas where there is conflict.

2. Comparison of Survey Results from Teachers, Principals, and Parents

The responses of teachers and principals in last year's survey revealed that both groups reported generally favorable attitudes toward working with parents. There was a high degree of agreement between the responses of each group to most items on the survey questionnaire. One interesting exception was that teachers seemed to see parent involvement in administrative decisions somewhat more favorably than did principals; likewise, principals rated parent involvement in curriculum and instruction decisions more favorably than did teachers. This suggested that teachers and principals tended to favor parent involvement less when it impinged upon their own areas of professional responsibility.

Except for this slight difference, teachers and principals were generally agreed that parent involvement efforts should focus upon getting parents to work with their own children at home, to be an audience for school activities, and to support school programs. Both groups were generally unenthusiastic about parent participation decisions about school discipline, or issues of curriculum and instruction; they were even less supportive of parent involvement in decisions about school administration or governance.

A major goal of the parent survey was to determine whether parents agreed with school professionals about the proper role of parents in education. The survey was designed to ask parents how interested they were in

both the roles most favored by school personnel and in other more non-traditional roles.

According to the results of the parent survey, there was general agreement between parents and school personnel. Respondents from all three groups were asked to indicate the extent to which they either agreed or disagreed with each of 15 opinions related to parent involvement. These opinions, or statements generally asked each group to assess the motivation and skills of their own group as well as those of the other two groups in areas related to parent involvement in education. For example, parents were asked to rate their own level of motivation to be involved by indicating their agreement or disagreement with the statements that parents are unwilling to spend time on their children's education and that parents should be responsible for becoming more involved in the schools. They were then also asked to assess their competence to be involved in education by asking them whether they felt they were able to teach their children basic skills, and whether they thought they had sufficient training to take part in making various school decisions. They were asked to rate teachers' motivation for parent involvement by responding to statements that teachers have enough to do without working with parents; they were also asked to assess teacher competence by responding to a statement that teachers should receive formal training to work with parents. Teachers were asked to give their attitudes about their own motivation and competence as well as that of parents by responding to a set of similar statements.

In responding to these statements, or opinions about parent involvement, all three groups indicated the extent of their agreement by using a 4-point rating scale in which 1 = strongly disagree, 2 = disagree,

3 = agree, and 4 = strongly agree. A comparison of the responses of parents, teachers, and principals is shown in Table 34.

There was apparent consensus among the three groups on 10 of the 15 statements. They all registered the strongest agreement with statements that parents should make sure their children do their homework, and that teachers should provide parents with more ideas about helping their children with homework. Using the mid-point of the scale (2.50) as an indicator, they also agreed that parents want more information sent home about classroom learning activities, that a course in working with parents should be required of undergraduates in elementary education, that parents would help children at home if they knew what to do, and that principals should be responsible for parents taking a more active role in the schools.

Respondents from all three groups most strongly disagreed with statements that parent involvement has little to do with pupil success, teachers have enough to do without also having to work with parents, and parents are unwilling to spend time on their children's education.

All three groups gave neutral ratings to statements that parents are not able to teach their children basic skills. Neutral response in this instance was indicated by a rating of $2.50 \pm .05$.

Conflicting views among the three groups were discovered in their responses to statements where teachers and principals tended to agree that teachers should take the initiative to get parents involved in education and that parents do not have the necessary training to participate in school decisions; parents tended to disagree with these statements. Teachers and principals disagreed with statements that parents are usually comfortable coming to the school, and that parents should have the final

TABLE 34
PRINCIPALS', TEACHERS', AND PARENTS' RESPONSES
TO PARENT INVOLVEMENT OPINIONS

Opinions	Teacher Ratings** (n=873)	Principal Ratings*** (n=726)	Parent Ratings* (n=2,083)
Teachers need to provide parents with ideas about helping with children's school work at home.....	3.37	3.50	3.39
A course in working with parents should be required for undergraduates in elementary education.	2.98	3.15	2.86
Teachers must take the initiative to get parents involved in education.....	2.90	2.98	2.40
Teachers have enough to do without also having to work with parents.....	2.00	1.78	2.03
Principals should be responsible for parents taking a more active role in the schools.....	2.68	2.80	2.61
Parents want more information sent home about classroom instruction.....	2.69	2.81	3.26
Parents are comfortable when they come to the school.....	2.34	2.40	3.28
Parents are not able to teach their children basic skills.....	2.50	2.54	2.51
Parents do not have the necessary training to take part in making school decisions.....	2.66	2.55	2.24
Parents need to make sure that children do their homework.....	3.47	3.36	3.59
Parents are unwilling to spend time on their children's education.....	2.46	2.32	1.54
Parents would help children at home if they knew what to do.....	2.82	2.90	2.86
Parent involvement in schools should be the responsibility of parents.....	2.70	2.48	3.39
Parents should have the final word in educational decisions affecting their children.....	1.98	1.98	2.90
Parent involvement has little effect on pupil success.....	1.64	1.73	1.51

*Using a four-point rating scale from 1 (Strongly Disagree) to 4 (Strongly Agree).

word in educational decisions affecting their children; but parents tended to agree with these statements. Teachers and parents agreed with the statement that parent involvement should be the responsibility of parents, while principals tended to disagree.

In summary, there was considerable agreement among teachers, principals and parents responding to these 15 statements about parent involvement. However, several patterns emerged which were interesting. Parents indicated the strongest agreement with statements that they should help their children with homework and that they should take responsibility for becoming more involved in the schools, but they also indicated the strongest agreement with the statements that parents want more information sent home about classroom instruction and parents should have the final word in educational decisions affecting their children. Among the three groups, teachers registered the strongest level of agreement with statements that parents do not have the necessary training to take part in school decisions, and that parents are unwilling to spend time on their children's education. This suggests a somewhat negative assessment of parents' motivation as well as their competence to be involved in the schools. Of the three groups, principals registered the strongest level of agreement with the statements that teachers need to provide parents with ideas about helping their children with homework, that teachers should be required to take a course in working with parents as part of their teacher training program, and that principals should be responsible for parents taking a more active role in the schools.

Respondents from each of the three groups were also asked to rate parent involvement in specific school decisions. Teachers and principals

were asked to indicate how useful it would be to have parents involved in each of the decisions, using a rating scale where 1 = not useful at all and 5 = very useful. Parents were then asked to indicate whether they were even interested in participating in these same decisions, using a rating scale where 1 = definitely not interested and 5 = definitely interested. A comparison of the responses of all three groups is shown in Table 35.

Teachers and principals tended to rate parent participation in these school decisions as either not useful, or only somewhat useful. For 14 of the 15 decisions, they responded with a rating below the mid-point of the scale (3.0), indicating they felt parent involvement in these decisions would not be useful. They did indicate that parent involvement in placing children in Special Education would be useful, although their ratings were barely above the mid-point; teachers gave it a rating of 3.20, while principals gave it a rating of 3.38.

In contrast, parents responded to all of these decisions with a rating of over 3.0, indicating they were interested in participating in all of them. Although they indicated a stronger interest in the decisions which might affect their own children directly, such as homework assignments and school discipline, they generally expressed a strong interest in being part of curriculum and instruction decisions as well as those related to the administration and governance of the schools.

In summary, parents generally indicated a strong interest in being involved in the 15 school decisions, while teachers and principals generally indicated they felt parent involvement in these decisions would not be useful. This pattern suggests that parents would become more

TABLE 35
COMPARISON OF TEACHER, PRINCIPAL AND PARENT RATINGS ABOUT
PARENT INVOLVEMENT IN SCHOOL DECISIONS

Decisions	Teacher $\bar{x}$ Rating* (n=873)	Principal $\bar{x}$ Rating* (n=726)	Parent $\bar{x}$ Rating** (n=2,083)
1. Amount of homework assigned.	2.65	2.81	4.09
2. Choosing classroom discipline methods.	2.81	2.77	4.26
3. Selecting textbooks and other learning materials.	2.35	2.45	3.90
4. Placing children in Special Education.	3.20	3.38	3.90
5. Evaluating how well children are learning.	2.34	2.41	4.08
6. Hiring principal and teachers.	1.51	1.47	3.32
7. Evaluating how well teachers do their jobs.	1.95	1.78	3.88
8. Deciding what's most important for the school budget.	2.26	2.29	3.72
9. Firing principal and teachers.	1.51	1.47	3.19
10. Having more multicultural/bilingual education in the children's learning.	2.37	2.32	3.42
11. Making school desegregation plans.	2.74	2.86	3.59
12. Setting school behavior rules.	2.76	2.83	4.09
13. More classroom teaching about sex roles.	2.99	2.99	3.57
14. Setting rules for how children are graded.	2.08	2.30	3.79
15. More classroom teaching about sex education.	2.99	2.99	3.61

*Principals and teachers were asked to indicate how useful parent involvement would be in each decision, using a 5-point scale where 1 = not useful and 5 = very useful.

**Parents were asked to indicate the extent of their interest in helping to make each decision, using a 5-point scale where 1 = definitely not interested and 5 = definitely interested.

involved in these decisions if there were opportunities for them to do so. However, the responses of teachers and principals indicated that these two groups generally do not favor providing parents with those opportunities. This contrast reveals that parent involvement in school decisions, or the concept of shared governance is more likely to fail because of the actions of school personnel than because of apathy from the parents.

Each of the three groups were also asked to rate the 7 parent involvement roles derived from the work of the late Ira Gordon. Principals and teachers were asked to rate the importance of having parents in these various roles, using a 5-point scale where 1 = not important and 5 = very important. Parents were asked to indicate the extent of their own interest in playing each of the roles, using a 5-point scale where 1 = definitely not interested and 5 = definitely interested. A comparison is presented in Table 36.

Without exception, parents gave these roles higher ratings than did either teachers or principals, again indicating a strong level of interest in a variety of parent involvement roles. For six of the roles, all three groups responded with ratings greater than 3.0, the mid-point of the rating scale, indicating a generally positive response pattern. However, for the role of Decision Maker, teachers and principals responded with ratings of 2.41 and 2.61, which is a somewhat negative response, while parents gave it a rating of 4.06. To put the parents' rating in perspective, it should be noted that 939 parents (45.8% of those responding) indicated they were definitely interested in playing the role of Decision Maker, and another 617 (30.1%) said they were probably interested. Over 75% of the parents responding indicated a positive interest in this role.

When the rank order of their responses was compared, there was a strong similarity across all three groups. Teachers and principals most favored parent involvement in the Roles of Audience and School Program Supporter, the traditional ways in which parents have been involved in the schools. Parents most strongly favored the roles of Audience, Home tutor, and School Program Supporter, but they also gave ratings of greater than 4.0 to the roles of Advocate, Co-Learner and Decision Maker, indicating a high level of interest in these non-traditional parent roles.

In summary, parents tended to respond more positively to each of the parent involvement roles than did either teachers or principals, but their strongest responses corresponded to the strongest responses of the other two groups. Parents' highly positive rating of all parent involvement roles except Paid School Staff, provided additional evidence of the strong interest of parents in becoming more involved in their children's education.

Finally, parents, teachers and principals were also asked to respond to 24 specific activities related to parent involvement in education. Parents were asked to indicate the extent to which they took part in these activities using a 4-point scale where 1 = never, 2 = seldom, 3 = sometimes and 4 = often. Principals and teachers were asked to indicate whether or not these activities were typical in their schools, using a 5-point scale where 1 = not typical at all and 5 = very typical. Although the differing scales make comparison difficult, the responses of all three groups are presented in Table 37. Please note that 7 items are included which were not asked of the teachers and principals.

TABLE 37
COMPARISON OF TEACHER, PRINCIPAL AND PARENT RATINGS*
OF PARENT INVOLVEMENT ACTIVITIES

Activities	Teacher $\bar{x}$ Rating* (n=873)	Principal $\bar{x}$ Rating* (n=726)	Parent $\bar{x}$ Rating** (n=2,083)
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	--	--	1.70
2. Helping children with homework.	3.24	3.60	3.65
3. Visiting the school to see what is happening.	2.29	2.75	3.55
4. Going to "open house" or special programs at school.	3.73	4.22	3.83
5. Going to classes at the school which help you teach your children at home.	1.89	2.31	2.60
6. Helping with school activities such as coffees, pot-luck suppers, fund raising etc.	--	--	3.44
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.10	2.63	2.34
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.08	2.44	2.35
9. Going with children and teachers on school field trips or picnics, or to parties.	3.71	3.85	3.08
10. Going to workshops or other such educational activities for parents at the school.	1.92	2.33	2.72
11. Organizing parent volunteer activities.	--	--	2.61
12. Taking part in PTA meetings.	--	--	3.47
13. Planning the school budget.	1.55	1.57	1.78

Table 37 (Continued)

Activities	Teacher $\bar{x}$ Rating* (n=873)	Principal $\bar{x}$ Rating* (n=726)	Parent $\bar{x}$ Rating** (n=2,083)
14. Helping to plan what will be taught in the school.	1.49	1.78	1.52
15. Helping children learn through the use of educational materials at home, for example, games, magazines, books, etc.	2.29	2.64	3.34
16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	--	--	3.24
17. Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC NAACP, etc.	2.62	2.86	2.42
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.62	2.01	1.80
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	--	--	1.46
20. Helping to decide how well teachers and principals do their jobs.	1.32	1.44	1.49
21. Helping to hire or fire teachers and principals.	1.21	1.26	1.20
22. Going to parent/teacher conferences about your child's progress.	3.61	3.98	3.60
23. Giving ideas to the school board or school administration for making changes.	1.68	2.09	2.10
24. Going to meeting of the school board.	--	--	2.04

*Principals and teachers were asked to indicate the extent to which these parent involvement activities were typical in their schools, using a 5-point scale where 1 = not typical and 5 = very typical.

**Parents were asked to indicate the extent to which they took part in these parent involvement activities, using a 4-point scale where 1 = never, 2 = seldom, 3 = sometimes, and 4 = often.

activities they rated least typical in their schools included helping to hire or fire school personnel, evaluating job performance of school personnel, and helping to plan the school curriculum. The primary difference between the responses of teachers and those of the principals was that principals tended to give all activities a slightly higher rating, which indicates that they felt the activities were somewhat more typical in the schools than did teachers.

For all three groups there was a high degree of consensus about which activities represented current practices in the schools at this time. The activities which represent the more traditional roles of parents in the schools were seen by respondents from all three groups as the most typical. These activities correspond to the roles of Home Tutor, Audience, and School Program Supporter. The activities which generally correspond to the roles of Co-Learner or Advocate were seen as less typical in the schools. However, the least typical activities for parents were those which generally correspond to the role of Decision Maker.

In summary, parents responding to this survey indicated a much stronger level of support for parent involvement overall than did teachers and principals. However, parents' priorities for increased involvement corresponded to the priorities expressed by both teachers and principals, indicating there was considerable agreement among all three groups. These results certainly provide evidence that parent involvement is not faltering because of parent apathy or disinterest. Surveyed parents indicated a high level of interest in participating in activities which centered upon their own children as well as activities related to the governance and admini-

stration of the schools. The survey results indicated that parents saw parent involvement as important and they accepted responsibility for getting more involved in their children's schools. Parents also indicated they wanted more information from teachers about their children's successes in school, they wanted more information about classroom activities, they wanted guidance from teachers in working with their own children at home and they wanted school personnel to welcome them in the schools.

E. CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study has been to provide information from each group of stakeholders having an interest in parent involvement in education. The information gathered to date consists of each group's attitudes towards the idea of parent involvement, attitudes towards specific roles which parents might play, attitudes towards parent participation in specific school decisions, and assessment of current practices involving parents in education. Members of each group have responded to items which ask them to assess their own motivation and competence for parent involement as well as asking them to assess the motivation and competence of the other stakeholder groups.

In general, each group of stakeholders has indicated its support for the concept of having parents involved in education. Although there were members in each group who expressed reservations, the majority responded positively, providing evidence that attitudinal resistance from one or more stakeholder groups is not the major barrier to more effective parent involvement efforts. Therefore, a curriculum to train teachers and administrators for effective parent involvement should not focus primarily

upon efforts to change attitudes, or to overcome resistance to the idea of parent involvement in their children's education.

The research strategy of using a conceptual framework which included definitions of a variety of specific parent involvement roles, and of collecting data from each of the major stakeholder groups participating in any parent involvement effort, has provided detailed information about barriers to parent involvement. Among the stakeholders groups, parents indicated the strongest support of each of the roles, or models of parent involvement. In contrast, teachers and principals only indicated support for the general idea of parent involvement, and for the traditional parent involvement roles in which parents basically respond to requests made by school staff. In this type of parent involvement, professional school staff have a major part in controlling the content and direction of interactions with parents, and the parents play either a reactive or somewhat subordinate role. Although most parents indicated a willingness to play such a role, some expressed a preference for roles in which they had peer status with school professionals. These roles, however, were not favored by the majority of either teachers of principals.

The differences of opinion among these three stakeholder groups regarding the value of the different types of parent involvement, indicate that there may be attitudinal barriers to parent involvement, but these barriers may be predominantly those imposed by teachers and principals. In addition, these barriers may be greater if the specific parent involvement effort involves parents as peers with school professionsls. If the parent involvement effort focuses upon involving parents in support or subordinate

roles, teachers and principals can be expected to be less resistant, although some parents may elect not to participate.

This comparison of stakeholder groups demonstrates the importance of clearly defining specific parent involvement roles in order to anticipate which stakeholder group can be expected to be most supportive, and which will be most resistant. In terms of teacher training, it also points out the importance of conceptualizing parent involvement as including a variety of relationships which may be encouraged between parents and school professionals. Any training curriculum which hopes to prepare either teachers or adminstrators for more effective parent involvement should include this comprehensive definition of parent involvement as well as an understanding that selection of a particular model may meet with resistance from one of the stakeholder groups.

A second consideration which should be included in such a training curriculum is the relationship between the model of parent involvement and the specific goals of a parent involvement effort. For example, if the goal of implementing parent involvement is to improve student conduct and student achievement, the model of parent involvement might be essentially that of Home Tutor; teachers would provide parents with guidance about working at home with their children on academic assignments or on modifying their behavior. However, if the school district wished to engage parents in the governance of the schools as a way of building community support for school efforts, the model of parent involvement might be that of Decision Maker; parents and school staff would collaborate as peers to develop plans or policies for the schools.

In order to provide school professionals with the competencies they need to implement effective parent involvement programs, the training curriculum should be based upon a conceptual framework which describes the theoretical relationship between the goals of parent involvement, the various parent involvement models, and the sources of resistance to implementing each model. Without such a framework, a training curriculum runs the risk of training behaviors without consideration of the context in which they will take place. Clearly, such behaviors, however well learned, will not lead to effective parent involvement.

The last pattern of results which has major implications for teacher training as well as for future research, is the sizeable discrepancy between reported support for the idea of parent involvement and reported current practices in the schools. For each group of stakeholders surveyed --parents, teachers, and principals--the level of expressed support for the general concept of parent involvement and for the specific parent involvement roles seems much higher than the reported level of actual practices. This pattern raises the question of why parent involvement activities are not more common, particularly since the various stakeholder groups all seem to favor them.

For each group, the hypothesis was explored that perhaps the more positive responses toward parent involvement could be linked to certain individual characteristics of respondents. The responses of teachers and principals to each item were broken down to determine whether age, years of experience, or grade level might be related in a systematic way to either parent involvement attitudes or reported behaviors. The responses of

parents were broken down by such variables as age, marital status, employment status, and educational level to determine whether or not any of these might be systematically related to their reported attitudes or behaviors. The conclusions of these analyses for each stakeholder group was that there were weak statistical relationships bvetween these individiual characteristcs and reported attitudes and behaviors. These results suggest that broader contextual fators should be studied to account for differences in these attitudes and behaviors. In other words, future research should explore the possibility that broad contextual variables such as federal, state and local policies, or community values, may be better predictors of parent involvement attitudes and behaviors than are variables which focus upon individual characteristics.

These results have major implications for designing a training curriculum to help school professionals be more effective in parent involvement. They point out again the importance of understanding the context in which parent involvement efforts take place, not only because it will influence their selection of specific parent involvement goals, and their selection of specific models of parent involvement to reach those goals, but also because it can be expected to influence the response of affected stakeholder groups.

In conclusion, this survey of parents, and the compaariosn of survey results with those obtained from elementary school principals and teachers, has provided empirical support for the importance of developing a conceptual framwork to describe parent involvement. This framework should include each of the different types of parent involvement and it should

provide an understanding of the relationship between the context of various educational policies, the selection of specific parent involvement goals, the selection of a model appropriate to those goals, and the barriers which may be anticipated for each model. To the extent that a professional training sequence on parent involvement is based upon such a comprehensive model, it offers the possibility of training both teachers and administrators to become more efffective in their efforts to involve parents in the educational process. To the extent such training focuses upon only policy, or attitudes, or specific skills, it runs the risk of becoming another required course having little relevance to the job demands of teachers and administrators in the schools.

In addition to providing a data base for the development of this conceptual framework, the results of this series of surveys also have provided a clear direction for future research in this area. To supplement the data collected from parents, teachers and principals, future research should begin to describe the various combinations of federal, state, and local educational policy which serve as the context for all parent involvement efforts. A comprehensive description of educational policies related to parent involvement would provide important missing data for the development of the conceptual framework. In adddition, this information would be immediately useful to teachers and to administrators currently in the schools, who are either attempting to implement a parent involvement program, or evaluating the success of one.

A description of the various state policies, and of the various local policies related to parent involvement in educaton will also be valuable

for those conducting research. This information could provide them with a systematic way of identifying combinations of state and local efforts which seem to offer the greatest potential for contributing to the improvement of the public schools.

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APPENDIX A
ACTUAL PARENT INVOLVEMENT SITES

ARKANSAS		
	Medium	Little Rock
	Small	Morrilton
		Blytheville
		Pine Bluff
		Texarkana
LOUISIANA		
	Large	New Orleans
	Medium	Shreveport
		Baton Rouge
	Small	Bossier City
		W. Monroe
		Pearl River
MISSISSIPPI		
	Medium	Jackson
	Small	Greenville
		Greenwood
		Starkville
		Meridian
		Gulfport
		Gautier
		Biloxi
NEW MEXICO		
	Medium	Albuquerque
	Samll	Rio Rancho
		Clovis
		Hobbs
		Roswell
		Las Cruces
		Farmington
		Alamogordo
		Santa Fe

APPENDIX A (Continued)

OKLAHOMA

Medium	Oklahoma City Tulsa
Small	Midwest City McAlester El Reno Muskogee Broken Arrow Ponca City Shawnee

TEXAS

Large	Houston Dallas San Antonio	
Medium	Austin Corpus Christi Fort Worth El Paso Lubbock Arlington	
Small	Grapevine Tyler Amarillo Nash/Texarkana Big Spring Sherman Harlingen Nederland Euless Seabrook Duncanville Lewisville Groves/Port Neches	Round Rock Grand Prairie Garland Kingsville Nacogdoches Belton Alice Crowley Richardson Mesquite DeSoto Atascosa New Braunfels

APPENDIX B
PROJECTED PARENT INVOLVEMENT SITES

STATE	LARGE SIZE CITIES MORE THAN 500,000	MEDIUM SIZE CITIES 150,000 - 500,000	SMALL SIZE CITIES 15,000 - 50,000
AR	None	Little Rock	Benton, El Dorado, Pine Bluff, Blytheville, Morrilton, Texarkana, Jonesboro (n = 7)
LA	New Orleans	Shreveport, Baton Rouge	Hammond, Lake Charles, Bossier City, West Monroe, Pearl River, Slidell, Eunice (n = 7)
MS	None	Jackson	Greenville, Greenwood, Starkville, Meridian, Gulfport, Gautier, Biloix (n = 7)
NM	None	Albuquerque	Rio Rancho, Clovis, Hobbs, Roswell, Las Cruces, Farmington, Santa Fe (n = 7)
OK	None	Oklahoma City, Tulsa	Midwest City, El Reno, McAlester, Muskogee, Broken Arrow, Ponca City, Shawnee (n = 7)
TX	Houston, Dallas, San Antonio	Ft. Worth, Austin, Corpus Christi, Lubbock, El Paso, Arlington	Bryan, Marshall, Pampa Grapevine, Round Rock, Tyler, Grand Prairie, Amarillo, Garland, Nash/ Texarkana, Kingsville, Big Spring, Nacogdoches, Sherman, Belton, Alice, Harlingen, Nederland, Crowley, Euless, DeSoto, Richardson, Seabrook, Mesquite, Duncanville, Lewisville, Groves/Port Neches, Atascosa, New Braunfels, Palestine, Copperas Cove, Missouri City, Brownwood, Orange, Grayburg (n = 35)

APPENDIX C
PARENT INVOLVEMENT QUESTIONNAIRE, EDITION FOUR

March 15, 1982

Dear Parent:

We are working through the state and local PTAs in six states to gather information about parent involvement from parents. So far, the same kind of information has been received from teacher educators, teachers, and principals in these states. Now it is parents' chance.

We appreciate the support and cooperation from the PTAs and you in helping us get this information. Your answers will be kept confidential, as well as your school name.

Directions for filling out the questionnaire can be found at the beginning of each section of this instrument. Remember, we want your answers based upon your feelings and experiences. Thank you very much for helping us, and we appreciate your taking time to do so.

Sincerely,

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Community
and Family Education

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Attachment

PARENT INVOLVEMENT IN EDUCATION

PART I - GENERAL IDEAS ABOUT PARENT INVOLVEMENT

There are many ideas about parents being involved in their children's education. Some of these ideas are listed below.

How much do you agree or disagree with each statement which follows?

Circle ◯ the number of your answer.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers should give me ideas about helping my children with homework.....	1	2	3	4
2. Teachers should be in charge of getting parents involved in the school.....	1	2	3	4
3. Teachers have enough to do without also having to work with parents..	1	2	3	4
4. Teachers need to be trained for working with parents.....	1	2	3	4
5. Principals should be in charge of getting parents involved in the school.....	1	2	3	4
6. I want teachers to send more information home about classroom learning activities.....	1	2	3	4
7. I usually feel at ease when I visit the school.....	1	2	3	4
8. I have a hard time teaching some skills to my children (reading, math, etc.).....	1	2	3	4
9. I am not trained to help make school decisions.....	1	2	3	4
10. I should make sure that my children do their homework.....	1	2	3	4

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
11. I do not have time to be involved in my children's activities at school.....	1	2	3	4
12. I would help my children more with homework if I knew what to do.....	1	2	3	4
13. I should have the final word in decisions about my children's education.....	1	2	3	4
14. My children should have more homework.....	1	2	3	4
15. I should be responsible for getting more involved in my children's school.....	1	2	3	4
16. I would help my children more with homework if I had more time.....	1	2	3	4
17. I have little to do with my children's success in school.....	1	2	3	4
18. Homework takes up too much family time at home.....	1	2	3	4

PART II - PARENT INVOLVEMENT IN SCHOOL DECISIONS

Some people feel that parents are interested in helping to make certain school decisions.

How interested are you in being involved in these decisions?

Circle the number of your answer.

Decisions	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
1. Amount of homework assigned.....	1	2	3	4	5
2. Choosing classroom discipline methods..	1	2	3	4	5
3. Selecting textbooks and other learning materials.....	1	2	3	4	5
4. Placing children in Special Education...	1	2	3	4	5
5. Evaluating how well children are learning.....	1	2	3	4	5
6. Hiring principal and teachers.....	1	2	3	4	5
7. Evaluating how well teachers do their job.....	1	2	3	4	5
8. Deciding what's most important for the school budget...	1	2	3	4	5
9. Firing principal and teachers.....	1	2	3	4	5
10. Having more multicultural/bilingual education in the children's learning.....	1	2	3	4	5

	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
11. Making school desegregation plans.....	1	2	3	4	5
12. Setting school behavior rules.....	1	2	3	4	5
13. More classroom teaching about sex roles.....	1	2	3	4	5
14. Setting rules for how children are graded.....	1	2	3	4	5
15. More classroom teaching about sex education.....	1	2	3	4	5

PART III - PARENT INVOLVEMENT ROLES

Parents can be involved in their child's education in several ways.

Look at the roles below and tell how much interest you have in being involved in each one.

Circle the number of your answer.

Roles	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.....	1	2	3	4	5
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities..	1	2	3	4	5
3. Home Tutor - helping your children at home with school work or other educational activities.....	1	2	3	4	5
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.....	1	2	3	4	5

Roles	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.....	1	2	3	4	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.....	1	2	3	4	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.....	1	2	3	4	5

PART IV - PARENT INVOLVEMENT ACTIVITIES

Tell how much you take part in these kinds of activities.

Circle the number of your response.

Activities	Never	Seldom	Sometimes	Often	Don't Have This
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.....	1	2	3	4	5
2. Helping children with homework..	1	2	3	4	5
3. Visiting the school to see what is happening.....	1	2	3	4	5
4. Going to "open house" or special programs at school.....	1	2	3	4	5
5. Going to classes at the school which help you teach your children at home.....	1	2	3	4	5
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.....	1	2	3	4	5
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.....	1	2	3	4	5
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.....	1	2	3	4	5
9. Going with children and teachers on school field trips or picnics, or to parties.....	1	2	3	4	5
10. Going to workshops or other such educational activities for parents at the school.....	1	2	3	4	5

Activities	Never	Seldom	Sometimes	Often	Don't Have This
11. Organizing parent volunteer activities.....	1	2	3	4	5
12. Taking part in PTA meetings.....	1	2	3	4	5
13. Planning the school budget.....	1	2	3	4	5
14. Helping to plan what will be taught in the school.....	1	2	3	4	5
15. Helping children learn through the use of educational materials at home, for example, games, magazines, books, etc.....	1	2	3	4	5
16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.....	1	2	3	4	5
17. Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc.....	1	2	3	4	5
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).....	1	2	3	4	5
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.....	1	2	3	4	5
20. Helping to decide how well teachers and principals do their jobs....	1	2	3	4	5
21. Helping to hire or fire teachers and principals.....	1	2	3	4	5
22. Going to parent/teacher conferences about your child's progress.....	1	2	3	4	5
23. Giving ideas to the school board or school administration for making changes.....	1	2	3	4	5
24. Going to meeting of the school board.....	1	2	3	4	5

PART V - IMPROVING PARENT INVOLVEMENT

Which of these suggestions would work to get parents more involved in the schools?

Please circle your answer.

Suggestions	Definitely Not Work	Probably Not Work	Not Known	Probably Would Work	Definitely Would Work
1. Sending more information to parents about ways they could be involved.....	1	2	3	4	5
2. Making parents feel more welcome in the school.....	1	2	3	4	5
3. Helping parents to better understand the subjects being taught.....	1	2	3	4	5
4. Having informal meetings or activities where parents and school staff can get to know each other better.....	1	2	3	4	5
5. Asking parents in what ways they would like to be involved.....	1	2	3	4	5
6. Giving parents activities they can do at home with their children.....	1	2	3	4	5
7. Helping students understand that having their parents involved is important.....	1	2	3	4	5
8. Giving parents more information about children's success in school.....	1	2	3	4	5

Suggestions	Definitely Not Work	Probably Not Work	Not Known	Probably Would Work	Definitely Would Work
9. Planning more school activities at times when working parents can come.....	1	2	3	4	5
10. Having more activities which include children, parents and teachers.....	1	2	3	4	5

PART VI - PARENT INVOLVEMENT IN HIGH SCHOOL

Parents often are less involved in children's education in high school.

How much do you agree with these reasons for why parents become less involved.

Please circle your answer.

Reasons	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Parents may not understand some of the courses taken in high school.....	1	2	3	4
2. The schools are too far away.....	1	2	3	4
3. There are too many teachers to talk to.....	1	2	3	4
4. Teachers don't ask parents to be involved in school as much.....	1	2	3	4
5. Parents do not have time to be involved in school activities and work at the same time.....	1	2	3	4
6. Children do not want their parents involved when they get to high school.....	1	2	3	4
7. Parents can't leave smaller children at home.....	1	2	3	4
8. There are not as many parent/teacher conferences.....	1	2	3	4
9. There are not as many PTA activities for nigh school parents.....	1	2	3	4
10. High school principals do not encourage parent involvement in the school.....	1	2	3	4

PART VII - PARENT INFORMATION

Please answer each question below. Pick the one which best describes your situation.

1. Are you a PTA member? ____ Yes ____ No
2. Have you ever been a PTA officer? ____ Yes ____ No
3. Have you ever served on the school board? ____ Yes ____ No
4. Are you female ____ or male ____?
5. What is your age? ____ Years
6. How many children in your family? ____
7. How many of your children are in <u>each</u> of the following groups:
   a. ____ prekindergarten
   b. ____ kindergarten to grade 3
   c. ____ grade 4 to grade 6
   d. ____ grade 7 to grade 12
   e. ____ beyond high school
8. Marital Status:
   a. ____ <u>single parent</u> (not married, separated, divorced, widowed, etc.)
   b. ____ <u>married</u> with spouse living at home
9. What is the highest amount of education you have completed? (Please check only one.)
   a. ____ elementary school
   b. ____ some high school
   c. ____ finished high school
   d. ____ some college
   e. ____ finished college
   f. ____ graduate degree

10. Which is your ethnicity? (Please check only one.)

    a. ____ Anglo/Caucasian

    b. ____ Black

    c. ____ Mexican-American or Hispanic

    d. ____ Asian

    e. ____ American Indian

11. How much time do you work outside the home?

    a. ____ full time

    b. ____ part time

    c. ____ not at all

12. How much time does your spouse work outside the home?

    a. ____ full time

    b. ____ part time

    c. ____ not at all

13. Would you like to get a summary of the results from our study?

    ____ Yes ____ No

14. Are you a school teacher?

    ____ Yes ____ No

15. Are you a school principal?

    ____ Yes ____ No

THANKS AGAIN FOR HELPING US.

APPENDIX D
PARENT INVOLVEMENT QUESTIONNAIRE, EDITION FIVE

CITY_____

STATE_____

SAMPLE A 1
SAMPLE B 2
SAMPLE C 3

INTERVIEWER NUMBER_____ DATE ____/____/ 82

RESPONDENT NAME_____ TELEPHONE NUMBER (___) ___-_____

TIME STARTED_____(AM/PM) TIME ENDED_____(AM/PM) TOTAL MINUTES_____

(ASK FOR DESIGNATED RESPONDENT)

Hello, I'm _____with the Southwest Educational Development Laboratory in Austin, Texas. We're doing a survey with parents of elementary school children about their opinions on their children's education and would like to ask you some questions. But, first...

1. Do you have at least one child who attends a public elementary school?

YES 1
NO (TALLY AND TERMINATE)

0	1	2	3	4	5	6	7	8	9

2. Are you a member of the P.T.A. at your child's school?

YES 1
NO. . .(SKIP TO Q. 4) . . 2

3. On the average, how often do you attend P.T.A. meetings or participate in P.T.A. activities? Would you say...

IF ALWAYS OR OFTEN TERMINATE AND KEEP →

(READ LIST)

Always 1
Often. 2
Sometimes. 3
Seldom 4
Never. 5

PART I

Now I'm going to read a list of ideas about parents being involved in their children's education. As I read each one, please tell me whether you strongly disagree, disagree, agree, or strongly agree with the idea. There are no right or wrong answers.

The first idea is (READ STATEMENT). Do you strongly disagree, disagree, agree or strongly agree with the statement (REPEAT STATEMENT).

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
4. Teachers should give me ideas about helping my children with homework.....	1	2	3	4
5. Teachers should be in charge of getting parents involved in the school.....	1	2	3	4
6. Teachers have enough to do without also having to work with parents..	1	2	3	4
7. Teachers need to be trained for working with parents.....	1	2	3	4
8. Principals should be in charge of getting parents involved in the school.....	1	2	3	4
9. I want teachers to send more information home about classroom learning activities.....	1	2	3	4
10. I usually feel at ease when I visit the school.....	1	2	3	4
11. I have a hard time teaching some skills to my children (reading, math, etc.).....	1	2	3	4
12. I am not trained to help make school decisions.....	1	2	3	4
13. I should make sure that my children do their homework.....	1	2	3	4
14. I do not have time to be involved in my children's activities at school.....	1	2	3	4
15. I would help my children more with homework if I knew what to do.....	1	2	3	4
16. I should have the final word in decisions about my children's education.....	1	2	3	4
17. My children should have more homework.....	1	2	3	4
18. I should be responsible for getting more involved in my children's school.....	1	2	3	4
19. I would help my children more with homework if I had more time.....	1	2	3	4
20. I have little to do with my children's success in school.....	1	2	3	4
21. Homework takes up too much family time at home.....	1	2	3	4

PART II

Some people feel that parents are interested in helping to make certain school decisions. I'm going to read a list of decisions in which you may or may not be interested in being involved. As I read each one, please tell me whether or not it is a decision you would be interested in helping to make.

The first decision is (READ DECISION). Is that a decision which you would be interested in helping to make or not?

	Decisions	Interested	Not Interested
22.	Amount of homework assigned.....	1	2
23.	Choosing classroom discipline methods.....	1	2
24.	Selecting textbooks and other learning materials..	1	2
25.	Placing children in Special Education.....	1	2
26.	Evaluating how well children are learning.....	1	2
27.	Hiring principal and teachers.....	1	2
28.	Evaluating how well teachers do their job.....	1	2
29.	Deciding what's most important for the school budget.....	1	2
30.	Firing principal and teachers.....	1	2
31.	Deciding about multicultural/bilingual education in the children's learning.....	1	2
32.	Deciding about school desegregation plans.....	1	2
33.	Setting school behavior rules.....	1	2
34.	Deciding about classroom teaching about sex roles.	1	2
35.	Setting rules for how children are graded.....	1	2
36.	Deciding about classroom teaching about sex education.....	1	2

PART III

Now I'd like to know how interested you are in participating in certain school activities whether you currently do so or not.

For example, how interested are you in (READ ACTIVITY)? Would you say very interested, somewhat interested, neither interested nor disinterested, not very interested, not at all interested?

How about (READ SECOND ACTIVITY)?

		Very Interested	Somewhat Interested	Neither Interested nor Disinterested	Not very Interested	Not at all Interested
37.	Working for pay in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.....	1	2	3	4	5
38.	Coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.....	1	2	3	4	5
39.	Helping your children at home with school work or other educational activities.....	1	2	3	4	5
40.	Going to school performances, baking for bake sales, responding to notices from the school, etc.....	1	2	3	4	5
41.	Meeting with school board or other officials to ask for changes in rules or practices in the school or school system.....	1	2	3	4	5
42.	Going to classes or workshops with teachers and principals where everyone learns more about children and education.....	1	2	3	4	5
43.	Being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.....	1	2	3	4	5

PART IV

I'd also like to know how often, if ever, you take part in these school activities. I'm going to read a list of activities in which you may or may not participate. Please tell me whether you always, often, sometimes, seldom or never take part in each one.

		Always	Often	Sometimes	Seldom	Never
44.	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.....	1	2	3	4	5
45.	Helping your children with homework.....	1	2	3	4	5
46.	Visiting the school to see what is happening.....	1	2	3	4	5
47.	Going to "open house" or special programs at school.....	1	2	3	4	5
48.	Going to classes at the school which help you teach your children at home.....	1	2	3	4	5
49.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.....	1	2	3	4	5
50.	Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.....	1	2	3	4	5
51.	Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.....	1	2	3	4	5
52.	Going with children and teachers on school field trips or picnics, or to parties.....	1	2	3	4	5
53.	Going to workshops or other such educational activities for parents at the school.....	1	2	3	4	5
54.	Organizing parent volunteer activities.....	1	2	3	4	5
55.	Taking part in PTA meetings.....	1	2	3	4	5
56.	Planning the school budget.....	1	2	3	4	5
57.	Helping to plan what will be taught in the school.....	1	2	3	4	5
58.	Helping your children learn through the use of educational materials at home, for example, games, magazines, books, etc.....	1	2	3	4	5
59.	Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.....	1	2	3	4	5

PART IV (Continued)

		Always	Often	Sometimes	Seldom	Never
60.	Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc..	1	2	3	4	5
61.	Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).....	1	2	3	4	5
62.	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.....	1	2	3	4	5
63.	Helping to decide how well teachers and principals do their jobs.....	1	2	3	4	5
64.	Helping to hire or fire teachers and principals.....	1	2	3	4	5
65.	Going to parent/teacher conferences about your child's progress.....	1	2	3	4	5
66.	Giving ideas to the school board or school administration for making changes.....	1	2	3	4	5
67.	Going to meetings of the school board.....	1	2	3	4	5

PART V

Now I'm going to read a list of suggestions some people feel may work to increase parent involvement in the schools. For each, please tell me whetner you think the suggestion would definitely not work, probably not work, might or might not work, probably would work, or definitely would work.

The first suggestion is (READ SUGGESTION).

	Definitely Not Work	Probably Not Work	Might or Might Not Work	Probably Would Work	Definitely Would Work
68. Sending more information to parents about ways they could be involved.....	1	2	3	4	5
69. Making parents feel more welcome in the school.....	1	2	3	4	5
70. Helping parents to better understand the subjects being taught.....	1	2	3	4	5
71. Having informal meetings or activities where parents and school staff can get to know each other better.....	1	2	3	4	5
72. Asking parents in what ways they would like to be involved.....	1	2	3	4	5
73. Giving parents activities they can do at home with their children.....	1	2	3	4	5
74. Helping students understand that having their parents involved is important.....	1	2	3	4	5
75. Giving parents more information about children's success in school.....	1	2	3	4	5
76. Planning more school activities at times when working parents can come.....	1	2	3	4	5
77. Having more activities which include children, parents and teachers.....	1	2	3	4	5

Now I have just a few questions about you so that we can group your answers with those of other parents taking part in this survey.

1. How old were you on your last birthday?

(IF HESITATES, READ LIST)

(RECORD NUMBER)

Under 20..... 1
21-25..... 2
26-30..... 3
31-35..... 4
36-40..... 5
41-45..... 6
46-50..... 7
51-55..... 8
56-60..... 9
Over 60.....10
REFUSED..... X

2. How many children, including babies, are currently living at home?

(RECORD NUMBER)

IF MORE THAN ONE CHILD, ASK Q3; OTHERWISE ASK 3a.

3. How many of these children are in each of the following groups?

(READ LIST)

Prekindergarten	
Kindergarten to Grade 3	____
Grade 4 to Grade 6	____
Grade 7 to Grade 12	____
Beyond high school	____

3a. Is your child in kindergarten to Grade 3 or Grade 4 to Grade 6?

Kindergarten to Grade 3.....	1
Grade 4 to Grade 6.....	2

4. What is your marital status? That is, are you:

Married.....	1
Single.....	2
Separated.....	3
Divorced.....	4
Widowed.....	5

5. Which of the following groups best describes the highest level of education you have completed?

(READ LIST)

Elementary school.....	1
Some high school.....	2
Finished high school..	3
Some college.....	4
Finished college.....	5
Graduate degree.....	6

6. Do you work away from home:

Full time.....	1
Part time.....	2
or, Not at all.	3

IF MARRIED

7. Does your (husband/wife) work outside the home:

Full time.....	1
Part time.....	2
or, Not at all.	3

8. Finally, what is your ethnicity? That is, are you:

Anglo.....	1
Black.....	2
Hispanic.....	3
Oriental.....	4
American Indian..	5
Other (specify)..	6

9. Sex:

Male.....	1
Female....	2

APPENDIX E

TABLE 1: BREAKDOWN OF ITEM RESPONSES WHICH VARIED ACCORDING TO WORKING STATUS OF PARENTS
($p \leq .001$)

	Statements	eta^2
11.	I do not have time to be involved in my children's activities at school.	.053
16.	I would help my children more with homework if I had more time.	.026
	Activities	**eta^2**
1.	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	.037
3.	Visiting the school to see what is happening.	.066
4.	Going to "open house" or special programs at school.	.038
5.	Going to classes at the school which help you teach your children at home.	.029
6.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.100
7.	Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	.050
8.	Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	.062
9.	Going with children and teachers on school field trips or picnics, or to parties.	.146
10.	Going to workshops or other such educational activities for parents at the school.	.043
11.	Organizing parent volunteer activities.	.067
12.	Taking parent in PTA meetings.	.077
19.	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.026
22.	Going to parent/teacher conferences about your child's progress.	.020

APPENDIX E (Continued)

TABLE 2: BREAKDOWN OF ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO LEVEL OF EDUCATION ($p \leq .001$)

Decisions	eta^2
9. Firing principal and teachers.	.023